

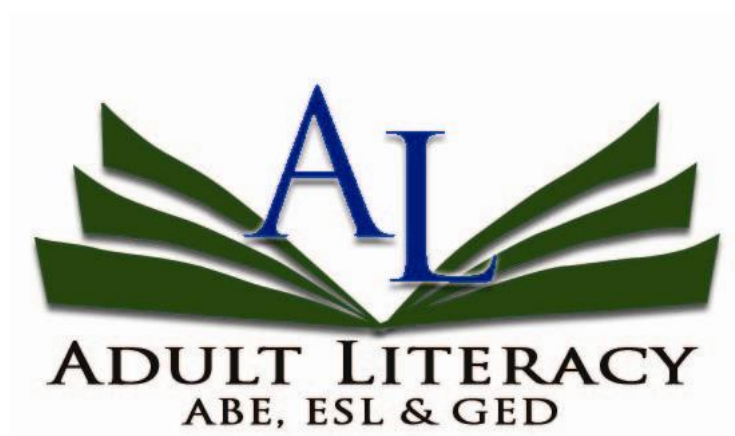
# **Iowa TOPS Pro Data Dictionary**

**PROGRAM YEAR  
2011**

**July 1, 2010 – June 30, 2011**

**Iowa Department of Education  
Division of Community Colleges  
and  
Workforce Preparation**

**September 2010**



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## OVERVIEW

The purpose of the *Iowa TOPSpro Data Dictionary* is to provide a statewide-standardized set of instructions and definitions for coding Tracking of Programs and Students (TOPSpro) forms and effectively utilizing the TOPSpro software. This document is designed to serve as a companion document to the *TOPS Technical Manual* produced by the Comprehensive Adult Student Assessment System (CASAS). The data dictionary integrates information from various data systems to provide uniform data sets and definitions that meet local, state, and federal reporting mandates. The sources for the data dictionary are: (1) the National Reporting System (NRS) Guidelines, (2) standard practices utilized in Iowa's adult literacy program, (3) selected definitions from the Workforce Investment Act of 1998, (4) Input from the state level Management Information System (MIS) personnel, and (5) selected definitions from other Iowa state agencies.

The purpose of the companion document titled TOPSpro/NRS Coding Guidelines is to provide Iowa TOPSpro users with insights regarding the relationship between CASAS forms and the NRS.

The document titled *Iowa's Adult Literacy Program Assessment Policy Guidelines* is designed to provide guidelines pertaining to standardized assessment practices in Iowa's adult literacy program. It also fulfills the mandate from the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL) that each state develop, publish, and implement on an annual basis a written assessment policy. The state policy is "to describe the assessments local programs are to use, when local programs are to administer pre- and post-tests, training requirements for assessments and assessment administration and reporting requirements. The implementation of effective assessment policies will result in high quality assessment data from local programs."

## DATA DICTIONARY USAGE

The data dictionary is divided into the following sections:

- **Section I: General Instructions** –This section contains standardized instructions, definitions and procedures for the following TOPSpro forms (1) Entry Record (Form # EUUS-008) (2) Update Record (Form # EUUS-008) (3) Test Record (Form # TRUS-008).
- **Section II: Specialized Program Instructions** –This section contains special coding instructions for (1) State Corrections or Jail/Community Corrections (2) Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High School, and (5) Institutions.
- **Section III: POWER Instructions** –This section contains coding instructions for the POWER TOPSpro forms.
- **Section IV: Attachments** –This section contains various attachments providing detailed coding instructions and definitions. The various attachments are referenced in Sections I, II and III.

The following sections are designed to provide step-by-step instructions for usage, definitions and coding of the TOPSpro forms. The instructions are designed to allow for local program policies, procedures and unique coding configurations to be integrated into the state wide standardized procedures.

## SECTION I: General Instructions

### TOPSpro Entry Record – Form EUUS-008

#### Iowa Guidelines

General information: \* refers to mandatory fields that must be completed. It is important for the teacher to receive as complete and accurate information as possible. Explain that the form will be scanned and needs to be completed with a #2 pencil if using paper based forms.

Purpose/Usage: Collects accountability data from the student at time of enrollment. The top half of the Entry Record collects demographic information and the bottom half of the form collects program information. The Entry Record serves as a benchmark from which student progress will be measured.

Agency #: \*Agency refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. See Attachment A for Agency Codes and Categories.

Site #: \*Site refers to class locations. Use only the first two positions for site categories. The third position may be used to identify instructional programs, classes, and morning/day/evening courses. See Attachment A for site codes and definitions.

Field #	Name	Directions
*1a	Student Name	First, Last & Middle required
*1b	Student Address	Zip Code is Required
2	Instructor Name	Local
*3	Student Identification          Is this your Social Security #?  Is informed consent signed?	<p>*All students must have an ID that is used consistently within and across program years. The ID will be used for data matching purposes for federally mandated core measures including employment, post-secondary enrollment, and GED acquisition.</p> <p><i>*Note: This field is critical. TOPSpro links all student information by unique student identification number. Students must use one unique ID number on all forms in all classes during all program years.</i></p> <p>Institutions are advised to assign a community college ID number as the primary ID and add the SSN in the TOPSpro software field.</p> <p>Bubble “yes” if this is the student’s SSN. Bubble “No” if an alternate ID has been assigned.</p> <p>Do not code.</p>
*4	Gender	Male or Female

*5	Date of Birth	Use leading zeros before one digit numbers.
*6	Highest Year of School Completed	Completed years of schooling, not the last grade entered. Indicate number of full years attended in the United States or another country before enrolling in the current program. Use leading zeros before one digit numbers.
*7	Highest Diploma or Degree Earned	<p><u>None</u> – has no high school level diploma or GED.</p> <p><u>GED Certificate</u> – received an official GED certificate issued by the state GED office.</p> <p><u>High School Diploma</u> – traditional high school diploma or an adult secondary diploma.</p> <p><u>Technical/Certificate</u> – received a certificate of completion in a professional/technical program (E.g.: welding, cosmetology, phlebotomy, nursing assistant, etc.)</p> <p><u>A.A. /A.S. Degree</u> – has two-year degree from an accredited institution.</p> <p><u>4 Year college graduate</u> – has a four-year degree from an accredited institution, i.e., bachelor of arts or science degree.</p> <p><u>Graduate Studies</u> – advanced degree accredited coursework beyond a baccalaureate.</p> <p><u>Other</u> – awarded some type of diploma not included above.</p>
	I earned the above outside of U.S.	Indicate whether student earned the degree or diploma outside the U.S.A. Mark only for student who actually earned a specific diploma or degree.
*8a	Ethnicity	Mark one. Indicate the group with which the student primarily identifies:
		<u>Hispanic or Latino</u> - Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race.
		<u>Not Hispanic or Latino</u> - Not included in the above definition.
*8b	Race	Mark one <u>or more</u> according to student's origins:
		<u>White</u> - Europe, Middle East, or North Africa
		<u>Asian</u> - Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
		<u>Black or African American</u> - Black racial groups of Africa but not Hispanic culture or origin.



		<u>Native Hawaiian or Other Pacific Islander</u> - Hawaii, Guam, Samoa, or other Pacific Islands.
		<u>American or Alaska Native</u> - North, Central, and South America and maintain cultural identification through tribal affiliation or community recognition.
*9	Native Language	Mark one. Indicate the prevalent language spoken in the home when the student was a child.
*10	Date of Entry into this Class	Enter the date that the student began the instructional program (IP) within the current program year. Use a leading zero numbers less than ten.
*11	Instructional Program (IP)  <u>Underlined IP's indicate the only categories included in the federal tables</u>	Mark only one of the following instructional programs:
		<u>Basic Skills</u> - Adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family ( $\leq 235$ )
		<u>ESL</u> - Adults who are limited English proficient.
		<u>ESL/Citizenship</u> - Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.
		Citizenship - Class to obtain U.S. Citizenship
		<u>High School Diploma</u> - Traditional, alternative, or adult high school diploma course.
		<u>GED</u> - Preparation for the GED test. Includes students working on a GED in languages other than English. ( $\geq 236$ )
		<i>Spanish GED</i> = Leave blank
		<i>Career/Tech Ed.</i> = Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a B.A., B.S., or advanced degree.
		<p><i>Workforce Readiness</i> - Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include :</p> <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>

		<i>Adults with Disabilities</i> - Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program.
		<i>Health and Safety</i> - Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.
		<i>Home Economics</i> - Family and consumer education instruction including: <ul style="list-style-type: none"> <li>• Development of positive self-concept;</li> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities, and persons with disabilities).</li> </ul>
		<i>Parent Education</i> - Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities: <ul style="list-style-type: none"> <li>• Interactive literacy activities between parents and their children;</li> <li>• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;</li> <li>• Parenting skills</li> </ul>
		<i>Older Adults</i> - Services for older adults as determined by agency
		<i>Other</i> - Student enrolled in program not listed.
*12	Attainable Goal Within Program Year  <u>Underlined Goals Indicate Federal Core Measures</u>	Primary and Secondary goals are required. Student must select goals that are achievable during the <u>current program year</u> . Otherwise indicate goals other than core measures.  Column 1 = Indicate Primary Goal Column 2 = Indicate Secondary Goal
	Improve Basic Skills	Improve overall basic literacy skills.
	Improve English Skills	Improve English literacy skills (e.g. speaking, listening, or writing).
	<u>High School Diploma/GED</u>	Achieve sufficient skills to earn an adult high school diploma or pass the GED exam.
	<u>Get a Job</u>	Upgrade skills to enable job entry.

	<u>Retain Job</u>	Upgrade skills to retain current job.
	<u>Enter College or Training</u>	Enrollment in a post secondary education or training program.
	Work-Based Project	Obtain the skills needed to complete a project student activity (i.e., a course of 12-30 hours duration designed to teach specific workplace skills).
	Family Goal	Meet family goal related to instruction.
	U.S. Citizenship	Obtain skills to pass U.S. citizenship test.
	Military	Meet requirements for entry into the military.
	Personal Goal	Meet defined personal goal related to a definable outcome (e.g. pass the driver's test or improve reading ability).
	None	No secondary reason for enrollment
	Other	Any other goal related to instruction not listed above.
13	Special Programs	Indicate special program (s) student enrolls in. Mark all that apply.  <i>Important – ALWI students must mark “Non-traditional Training” in order to be identified and matched for local program outcomes.</i>
	None	Not enrolled in any program listed below
	Jail	City or county facility designed to confine or rehabilitate criminal offenders
	Community Corrections	Community-based rehabilitation facility or halfway house.
	State Corrections	State correctional institution, prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.
	Homeless Program  Homeless Program cont.	Instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular, and adequate night-time residence as well as an individual having a primary night-time residence that is: <ul style="list-style-type: none"> <li>• Supervised publicly or privately operated shelter designed to provide temporary living accommodations. Includes welfare hotels, congregate shelters, and transition housing for the mentally ill;</li> <li>• Institution that provides temporary residence for individuals intended to be institutionalized/or;</li> <li>• Public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.</li> </ul>

	Family Literacy	<p>Services of sufficient intensity and duration to promote sustainable changes in the family, and that integrate all the following activities:</p> <ul style="list-style-type: none"> <li>• PACT - Interactive literacy activities between parents and their children;</li> <li>• Parent Education - Training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children;</li> <li>• Adult Literacy coursework – Parent educational literacy training that leads to economic self-sufficiency;</li> <li>• Child Education - Age-appropriate education to prepare children for success in school and life experiences.</li> </ul>
	Tutoring	Individualized tutoring for students.
	Distance Learning	Primary instruction method (51% or more of the instruction) is non-classroom based and includes the use of instructional technology such as television, video, internet, telephone, or similar technology.
	Special Needs	Designed for students with special needs
	Alternative Ed [K-12]	Leave Blank
	Non-Traditional Training	ALWI students must be indicated in this category. The state will identify ALWI participants through the use of TOPSpro forms, only, and will conduct data matching with ALWI identified students.
	EL Civics *	ESL students enrolled in classes funded by the English Literacy and Civics Education (EL Civics) grant. Required.
	Carl Perkins	Student qualifies for any of the Economically Disadvantaged Criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006.
	Other	Students enrolled in a program not listed above.
14	Personal Status	Mark all that apply to the student.
	TANF -	Student receives Temporary Assistance to Needy Families
	Other Public Assistance	<p>Student receives federal, state, or local financial assistance including:</p> <ul style="list-style-type: none"> <li>• Food Stamps</li> <li>• Refugee Cash Assistance</li> <li>• General Assistance</li> <li>• Aid to the disabled</li> </ul> <p>Definition does <b>not include</b></p>

		<ul style="list-style-type: none"> <li>• Social Security Benefits</li> <li>• Unemployment Insurance</li> <li>• Employment Funded disability</li> </ul>
	WIA Title I	<p>Student receives employment training or assistance through WIA Title I for:</p> <ul style="list-style-type: none"> <li>• Youth and adult employment activities</li> <li>• Dislocated workers</li> <li>• Displaced homemakers</li> <li>• Low income individuals</li> <li>• Non-traditional employment</li> <li>• Older individuals or youths with significant barriers to employment</li> <li>• Individuals with disabilities</li> </ul> <p>Student receives employment or assistance through WIA Title I, Subtitle C Job Corps program, or WIA Title I Subtitle D National Programs for:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Migrant and seasonal farm workers</li> <li>• Veterans Workforce Investment</li> <li>• Youth Opportunity grants</li> <li>• Demonstration</li> <li>• Pilot</li> <li>• Multi-service research or multi-state projects</li> <li>• National Emergency Grants</li> </ul>
	Rehabilitation	Physical restoration of a sick or disabled person by therapeutic measures and re-education to participate in the activities of a normal life within the limitations of a physical disability.
	Concurrently Enrolled in High School/K-12	Student enrolled in high school and adult school classes at the same time. (Not included on federal tables).
	Dislocated Worker	Student received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.
	Veteran	Student has served in the active military and was discharged or released from service under conditions other than dishonorable.
	Disabled	Student has a record of, or is regarded as having any type of physical or mental impairment (including learning disability) that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, learning and working.
	Displaced Homemaker	Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that

		income.  Student is unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment.												
	Single Parent	Student has custodial support of one or more dependent children.												
	Other	Personal status not listed above.												
*15	Labor Force Status	<p>Mark one as applies to student.</p> <p>Institutionalized students mark “Not Employed and Not Seeking Work”</p> <p>Students without SSN mark “Not employed and not seeking work.”</p> <p>All other students need one employment goal.</p>												
	Employed	Work as paid employee, self-employed, farm, or work 15+ hours per week as unpaid worker on a farm or in a business operated by a member of the family, includes students not currently working but who have jobs or businesses from which they are temporarily absent.												
	Unemployed	Not working but are seeking employment. Have made specific efforts to find a job and are available for work.												
	Not Employed and Not Seeking Work	Not employed and are not seeking employment and are not retired.												
*16	Home Zip Code	Required.												
*17	Class Number	<p>Write the class number in the boxes. Bubble with same numbers below. The local agency determines and creates its class numbering system. Right or left justified.</p> <p><b>Note: TOPSpro reads “0” as a number, not a placeholder, e.g., “1234” will be read as a different class than “001234”</b></p>												
18	<p>Instructional Level</p> <p>NRS/CASAS/ESL Level Names</p>	<p>Do not code. Determined by CASAS pre-test score. Enrollment placement in instructional level is according to the CASAS skill level descriptors or appraisals. The levels correspond to the score ranges below:</p> <table border="1"> <thead> <tr> <th>CASAS Level</th> <th>NRS Level</th> <th>Score Range</th> <th>ESL Name</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>150-180</td> <td>Beginning Literacy</td> </tr> <tr> <td>A</td> <td>2</td> <td>181-190</td> <td>Beginning Low</td> </tr> </tbody> </table>	CASAS Level	NRS Level	Score Range	ESL Name	A	1	150-180	Beginning Literacy	A	2	181-190	Beginning Low
CASAS Level	NRS Level	Score Range	ESL Name											
A	1	150-180	Beginning Literacy											
A	2	181-190	Beginning Low											

		A	3	191-200	Beginning High
		B	4	201-210	Intermediate Low
		B	5	211-220	Intermediate High
		C	6	221-235	Advanced
18	Instructional Level cont. NRS/CASAS/ABE & ASE Level Names	<b>CASAS Level</b>	<b>NRS Level</b>	<b>Score Range</b>	<b>ABE/ASE Name</b>
		A	1	150-200	Beginning Literacy
		B	2	201-210	Beginning
		B	3	211-220	Intermediate Low
		C	4	221-235	Intermediate High
		D	5	236-245	ASE Low
		E	6	≥246	ASE High
19	Skill Level	Leave Blank			
20	Provider Use	Leave Blank			

Agency #

Tracking Of Programs and Students

Site #

## Entry Record

1a Student Last Name First Middle Phone Number

2 Instructor Name Student Address City State Zip

## Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right

0 1 2 3

Wrong

0 1 2 3

3 STUDENT IDENTIFICATION

4 GENDER ☐ Male ☐ Female

5 DATE OF BIRTH

6 HIGHEST YEAR OF SCHOOL COMPLETED

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

8a ETHNICITY (Mark one)

8b RACE (Mark one or more)

9 NATIVE LANGUAGE (Mark one)

Is this your Social Security #? ☐ Yes ☐ No

Is informed consent signed and granted? ☐ Yes ☐ No

10 DATE OF ENTRY INTO THIS CLASS

11 INSTRUCTIONAL PROGRAM (Mark one)

12 Attainable Goal Within Program Year (Mark one in each column)

13 SPECIAL PROGRAMS (Mark all that apply)

14 PERSONAL STATUS (Mark all that apply or leave blank)

15 LABOR FORCE STATUS (Mark one)

16 HOME ZIP CODE

17 CLASS NUMBER

18 INSTRUCTIONAL LEVEL (Mark one)

19 SKILL LEVEL

20 PROVIDER USE



## TOPSpro Update Record – Form EUUS-008

### Iowa Guidelines

The following table identifies the requirements and data elements of the Update Record Form (EUUS-008). Attachment B contains an example of this form.

**Local Agency Number:** Print the community college local agency number.

**Site Number:** Leave blank unless instructed otherwise by local agency.

Field #	Name	Directions
*1a	Student Name	Middle Initial is required.
*1b	Student Address	Zip Code is Required
2	Instructor Name	Local
*3	Student Identification	<p>*Must match Entry Record Student ID. All students must have an ID that is used consistently within and across program years. The ID will be used for data matching purposes for federally mandated core measures including employment, post-secondary enrollment, and GED acquisition.</p> <p><i>*Note: This field is critical. TOPSpro links all student information by unique student identification number. Students must use one unique ID number on all forms in all classes during all program years.</i></p> <p>Institutions are advised to assign a community college ID number as the primary ID and add the SSN in the TOPSpro software field.</p>
*4	Date of Class Update	Date student left program or year-end date.
*5	Hours of Instruction	Indicate hours of instruction corresponding to documented attendance between the date of Entry and date of Update. If multiple Entry and Update Records are completed, record the number of instructional hours since the most recent Update Record in the same instructional program. TOPSpro will add the total hours of instruction on each completed Update Record to summarize the number of hours in each instructional program.
*6	Instructional Program <u>Underlined IP's indicate the only categories in-</u>	Indicate the IP for which the student placed on Entry field #11.

	<u>cluded in the federal tables</u>	
	<u>Basic Skills (ABE)</u>	Adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family ( $\leq 235$ )
	<u>ESL</u>	Adults who are limited English proficient.
	<u>ESL/Citizenship</u>	Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.
	<u>Citizenship</u>	Class to obtain U.S. Citizenship
	<u>High School Diploma</u>	Traditional, alternative, or adult high school diploma course.
	<u>GED</u>	Preparation for the GED test. Includes students working on a GED in languages other than English. ( $\geq 236$ )
	Spanish GED	Spanish GED = Leave blank
	Career/Tech Ed. Career/Tech Ed cont.	Career and Technical Skills = Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a B.A., B.S., or advanced degree.
	Workforce Readiness	Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include : <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>
	Adults with Disabilities	Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program.
	Health and Safety	Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.
	Home Economics	Family and consumer education instruction including: <ul style="list-style-type: none"> <li>• Development of positive self-concept;</li> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities, and persons with disabilities).</li> </ul>
	Parent Education	Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable

		changes in a family, and that integrate all of the following activities: <ul style="list-style-type: none"><li>• Interactive literacy activities between parents and their children;</li><li>• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;</li><li>• Parenting skills</li></ul>						
	Older Adults	Services for older adults as determined by agency.						
	Other	Student enrolled in program not listed.						
*7	Status	<div>Indicate student's status since completion of the instructional period. Mark one.</div> <table><tr><td>Retained in Program</td><td>Student is currently enrolled in the IP and plans to continue in the IP during the next program year beginning July 1. OR  Instructor is not certain as to the student's future program status.</td></tr><tr><td>Left Program</td><td>Student who leaves the IP before completion or left IP due to completion.  <i>Left program should only be coded when the instructor is reasonable certain the student will not be returning to the class or program. If instructor is uncertain, refer to instructions for "Retained in Program"</i>  A student is considered to have left the IP if no instructional services have been received for 90 consecutive days or no services are scheduled. Date student left the IP should be coded in Field #4.</td></tr><tr><td>No Show or Did Not At-</td><td>Student did not show for</td></tr></table>	Retained in Program	Student is currently enrolled in the IP and plans to continue in the IP during the next program year beginning July 1. OR  Instructor is not certain as to the student's future program status.	Left Program	Student who leaves the IP before completion or left IP due to completion.  <i>Left program should only be coded when the instructor is reasonable certain the student will not be returning to the class or program. If instructor is uncertain, refer to instructions for "Retained in Program"</i>  A student is considered to have left the IP if no instructional services have been received for 90 consecutive days or no services are scheduled. Date student left the IP should be coded in Field #4.	No Show or Did Not At-	Student did not show for
Retained in Program	Student is currently enrolled in the IP and plans to continue in the IP during the next program year beginning July 1. OR  Instructor is not certain as to the student's future program status.							
Left Program	Student who leaves the IP before completion or left IP due to completion.  <i>Left program should only be coded when the instructor is reasonable certain the student will not be returning to the class or program. If instructor is uncertain, refer to instructions for "Retained in Program"</i>  A student is considered to have left the IP if no instructional services have been received for 90 consecutive days or no services are scheduled. Date student left the IP should be coded in Field #4.							
No Show or Did Not At-	Student did not show for							

		tend at Least 12 Hours	class or attend class for at 12 or more instructional hours.	
8	Progress	Leave Blank – Determined by pre-test and post-test indicators.		
9	Student Results	Indicate student results within the current program year.		
	<i>Work</i>	Got a Job	Obtained a job while receiving instruction.	
		Retained Job	Employed at time of Entry Record and remained employed.	
		Met Work-Based Project Goal	Acquired the skills taught in a short term learning course designed to teach specific work0based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours.	
		Entered Job Training Entered Job Training cont.	Entered an occupational skills training program in the current program year. Student may or may not have completed program at time of Update Record.	
		Entered an Apprenticeship	Has entered into an “apprenticeship agreement” with employer or sponsor. Student’s participation in the approved program of training may be through employment, education, or both.	
		Entered Military	Entered into one of the branches of the U.S. Armed Services.	
		Acquired Workforce Readiness Skills	Obtained work experience that enabled the student to receive future employment.	

	<i>Personal/Family</i>	Reduced Public Assistance	Received reduced financial assistance from state, Federal, or local government agencies while enrolled in the program or by the end of the program year.
		Other	Work results not listed.
		Increased Involvement in Children's Education	<p>Helping children more frequently with home-work</p> <p>Increased contact with children's teachers to discuss children's education.</p> <p>More involvement in children's school such as attending school activities and parent meetings</p> <p>Volunteering to work on school projects.</p>
		Increased Involvement in Children's Literacy-Related Activities	Increased involvement in the literacy related activities of dependent children under his or her care including reading to children, visiting the library, purchasing/acquiring books or magazines for children.
		Met Other Family Goal	Made measureable improvements in diet, exercise for self and family, reducing or ceasing unhealthy habit or addiction, and other positive lifestyle changes.
		Met Personal Goal	Met personal goal with identifiable outcome.
		Other	Other personal/family results not listed.

	<i>Community Education</i>	Achieved U.S. Citizenship Skills	Obtained the skills needed to pass the U.S. citizenship exam.
		Registered to Vote or Voted for the First Time	Registered to vote or voted for the first time during instruction.
		Increased Involvement in Community Activities	Increased involvement in the following community activities during instruction, neighborhood meetings, community or political organizations, volunteering to work for such organizations, contributing to the support of such organizations, volunteering to work on community improvement activities.
		Other	Any other community related result that the student obtained that is not listed.
	<i>Education</i>	Returned to K-12	Returned to the traditional K-12 school system or alternative high school program.
		Passed GED	Obtained passing scores on all GED tests.
		Earned Certificate	Obtained recognized certification of attainment of literacy related competencies (Basic Skills Certificates.)
		Earned a High School Diploma	Obtained an adult high school diploma
		Entered College	Enrolled in post secondary education such as community college or four-year institution.
		Entered Training Program	Enrolled in an occupa-

		<table border="1"> <tr> <td></td> <td>tional skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services or training were completed.</td> </tr> <tr> <td>Gained Computer or Technical Skills</td> <td>Increased knowledge of computers including both hardware and software.</td> </tr> <tr> <td>Mastered Course Competencies/Educational Plan</td> <td>Passed final test, was promoted to the next level (if applicable), and met objectives of the course.</td> </tr> <tr> <td>Other</td> <td>Education-related results not listed.</td> </tr> </table>		tional skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services or training were completed.	Gained Computer or Technical Skills	Increased knowledge of computers including both hardware and software.	Mastered Course Competencies/Educational Plan	Passed final test, was promoted to the next level (if applicable), and met objectives of the course.	Other	Education-related results not listed.
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Other	Education-related results not listed.									
*10	Class Number	Write class number in boxes and bubble in the same numbers below.								
11	Instructional Level	Leave blank.								
12	Skill Level	Leave blank.								
13	Reason for Exiting	<p>Must complete only if item 7 "Status" is marked "Left Program"</p> <table border="1"> <tr> <td>Changed Class or Instructional Program</td> <td>Changed classes or entered into another educational or training program</td> </tr> <tr> <td>Completed Instructional Program</td> <td>Attained goal defined at enrollment.</td> </tr> <tr> <td>Met goal</td> <td>Student met the goal for which enrolled</td> </tr> <tr> <td>End of Program Year</td> <td>Update Record completed because it is the end of the program year. Local agency or student anticipates continuing</td> </tr> </table>	Changed Class or Instructional Program	Changed classes or entered into another educational or training program	Completed Instructional Program	Attained goal defined at enrollment.	Met goal	Student met the goal for which enrolled	End of Program Year	Update Record completed because it is the end of the program year. Local agency or student anticipates continuing
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Completed Instructional Program	Attained goal defined at enrollment.									
Met goal	Student met the goal for which enrolled									
End of Program Year	Update Record completed because it is the end of the program year. Local agency or student anticipates continuing									

			enrollment into the next program year.
		Got a job	Obtained full or part-time paid employment.
		Moved	Changed residence to another geographic location outside program service area.
		Schedule Conflict	Not available due to a conflict with the schedule of instruction.
		Lack of Transportation	Without own means of transportation and is unable to arrange for private transportation between home and location of instruction.
		Lack of Childcare	Resources or facilities needed to meet the student's childcare needs are not available.
		Own Health Problems	Needs or is receiving medical or mental health treatment that inhibits participation in instruction
		Lack of Interest	Declines to complete services due to lack of interest or perceived value of the program.
		Public Safety	Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reason.
		Administrative Separation	Dismissed by school administration for cause.
		Unknown Reason	Unable to contact using address, phone number and alternative contact information provided by



			student.	
		Other Known Reason	All other known reasons. State the specific reason.	
14	<u>Sub-sections</u> of GED Passed	Indicate any sections of the GED that the student passed since completing the Entry Record.		
15	High School Credits Earned          High School Credits Earned cont.	<p>Complete only if the community college serves credit recovery students with AEFLA funding, under contract with the school district.</p> <p><b>Note:</b> TOPSpro aggregates values of multiple bubbles e.g., if a student earned 23 credits, both the bubble indicating three credits and the bubble indicating 20 credits should be marked. TOPSpro will add the two bubbles together to total 23 credits.</p>		

# TOPS

EUUS-008

Agency #

Tracking Of Programs and Students

Site #

## Update Record

1a Student Last Name First Middle Phone Number ( )

2 Instructor Name 1b Student Address City State Zip

<b>3 STUDENT IDENTIFICATION</b> * <table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> 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9 LEARNER RESULTS (Mark all that apply)

WORK	PERSONAL / FAMILY	COMMUNITY	EDUCATION
<input type="checkbox"/> Got a job <input type="checkbox"/> Retained job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other	<input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy related activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Met personal goal <input type="checkbox"/> Other	<input type="checkbox"/> Achieved U.S. Citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other	<input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Passed GED <input type="checkbox"/> Earned certificate <input type="checkbox"/> Earned high school diploma <input type="checkbox"/> Entered college <input type="checkbox"/> Entered training program <input type="checkbox"/> Gained computer or tech skills <input type="checkbox"/> Mastered course competencies / educational plan <input type="checkbox"/> Other

<b>10 CLASS NUMBER</b> * <table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	<b>11 INSTRUCTIONAL LEVEL</b> (Mark one) <table border="1"> <tr> <th>ESL</th> <th>Basic Skills (ABE)</th> </tr> <tr> <td><input type="checkbox"/> Beg. Literacy</td> <td><input type="checkbox"/> Beg. Literacy</td> </tr> <tr> <td><input type="checkbox"/> Beg. Low</td> <td><input type="checkbox"/> Beginning</td> </tr> <tr> <td><input type="checkbox"/> Beg. High</td> <td><input type="checkbox"/> Int. Low</td> </tr> <tr> <td><input type="checkbox"/> Int. Low</td> <td><input type="checkbox"/> Int. High</td> </tr> <tr> <td><input type="checkbox"/> Int. High</td> <td><input type="checkbox"/> ASE Low</td> </tr> <tr> <td><input type="checkbox"/> Advanced</td> <td><input type="checkbox"/> ASE High</td> </tr> <tr> <td><input type="checkbox"/> Completed Adv. High</td> <td><input type="checkbox"/> Completed ASE High</td> </tr> </table>	ESL	Basic Skills (ABE)	<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Low	<input type="checkbox"/> Beginning	<input type="checkbox"/> Beg. High	<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High	<input type="checkbox"/> Int. High	<input type="checkbox"/> ASE Low	<input type="checkbox"/> Advanced	<input type="checkbox"/> ASE High	<input type="checkbox"/> Completed Adv. High	<input type="checkbox"/> Completed ASE High	<b>12 SKILL LEVEL</b> <table border="1"> <tr><td>T</td><td>S</td><td>L</td><td>R</td><td>M</td><td>W</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table>	T	S	L	R	M	W	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9	10	10	10	10	10	10	<b>13 REASON FOR EXITING</b> (Mark one or leave blank) <input type="checkbox"/> Changed class or program <input type="checkbox"/> Completed Program <input type="checkbox"/> Met goal <input type="checkbox"/> End of program year <input type="checkbox"/> Got a job <input type="checkbox"/> Moved <input type="checkbox"/> Schedule conflict <input type="checkbox"/> Lack of transportation <input type="checkbox"/> Lack of child care <input type="checkbox"/> Family problems <input type="checkbox"/> Own health problems <input type="checkbox"/> Lack of interest <input type="checkbox"/> Public safety <input type="checkbox"/> Administratively separated <input type="checkbox"/> Unknown reason <input type="checkbox"/> Other known reason
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14 Sub-sections of GED passed	Mark one or more or leave blank	<input type="checkbox"/> Language Arts, Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Language Arts, Reading	<input type="checkbox"/> Math							
15 High School credits earned	Multiple bubbles are added together	<input type="checkbox"/> 0.5	<input type="checkbox"/> 1.0	<input type="checkbox"/> 2.0	<input type="checkbox"/> 3.0	<input type="checkbox"/> 4.0	<input type="checkbox"/> 5.0	<input type="checkbox"/> 10.0	<input type="checkbox"/> 20.0	<input type="checkbox"/> 30.0	<input type="checkbox"/> 40.0	<input type="checkbox"/> 50.0	<input type="checkbox"/> 60.00

## TOPSpro Test Record – Form TRUS-008

### Iowa Guidelines

Agency #: \*Agency refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. See Attachment A for Agency Codes and Categories.

Site #: \*Site refers to class locations. Use only the first two positions for site categories. The third position may be used to identify instructional programs, classes, and morning/day/evening courses. See Attachment A for site codes and definitions.

Field #	Name	Directions																
*1	Student Name	Middle Initial is required.																
2	Instructor Name	Local																
*3	Student Identification	<p>*All students must have an ID that is used consistently within and across program years. The ID will be used for data matching purposes for federally mandated core measures including employment, post-secondary enrollment, and GED acquisition.</p> <p><i>*Note: This field is critical. TOPSpro links all student information by unique student identification number. Students must use one unique ID number on all forms in all classes during all program years.</i></p> <p>Institutions are advised to assign a community college ID number as the primary ID and add the SSN in the TOPSpro software field.</p>																
*4	Form Number and Subject Area	<p>Enter CASAS test form number with the letter indicating the subject area. Must use 3 digits; include leading zero if necessary plus modality (examples: 081R, 081RX)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>R</td><td>Reading</td></tr> <tr> <td>M</td><td>Math</td></tr> <tr> <td>L</td><td>Listening</td></tr> <tr> <td>W</td><td>Writing</td></tr> <tr> <td>S</td><td>Speaking</td></tr> <tr> <td>G</td><td>Grammar</td></tr> <tr> <td>C</td><td>Citizenship</td></tr> <tr> <td>X</td><td>Used for extended range</td></tr> </tbody> </table>	R	Reading	M	Math	L	Listening	W	Writing	S	Speaking	G	Grammar	C	Citizenship	X	Used for extended range
R	Reading																	
M	Math																	
L	Listening																	
W	Writing																	
S	Speaking																	
G	Grammar																	
C	Citizenship																	
X	Used for extended range																	

			forms (e.g. Form 081RX)
*5	Test Date	Indicate the date the student takes the test. Use leading zeros for the months and numbers less than ten.	
*6	Class Number	Write the class number in the boxes at the top. Bubble the same numbers below.	
*7	Instructional Program (IP) <u>Underlined IP's indicate the only categories included in the federal tables</u>	Mark only one of the following instructional programs: Indicate the one program the student is enrolled in for this class.	
	<u>Basic Skills (ABE)</u>	Adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family ( $\leq 235$ )	
	<u>ESL</u>	Adults who are limited English proficient.	
	<u>ESL/Citizenship</u>	Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.	
	<u>Citizenship</u>	Class to obtain U.S. Citizenship	
	<u>High School Diploma</u>	Traditional, alternative, or adult high school diploma course.	
	<u>GED</u>	Preparation for the GED test. Includes students working on a GED in languages other than English. ( $\geq 236$ )	
	Spanish GED	Spanish GED = Leave blank	
	Career/Tech Ed.	Career and Technical Skills = Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a B.A., B.S., or advanced degree.	
	Workforce Readiness	Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include :  <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>	
	Adults with Disabilities	Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program.	
	Health and Safety	Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety	

		standards.
	Home Economics	<p>Family and consumer education instruction including:</p> <ul style="list-style-type: none"> <li>• Development of positive self-concept;</li> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities, and persons with disabilities).</li> </ul>
	Parent Education	<p>Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities:</p> <ul style="list-style-type: none"> <li>• Interactive literacy activities between parents and their children;</li> <li>• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;</li> <li>• Parenting skills</li> </ul>
	Older Adults	Services for older adults as determined by agency
	Other	Student enrolled in program not listed.
*8	Hours of Instruction	<p>Indicate hours of instruction corresponding to documented attendance between the pre-test and post-test. If a student takes multiple post-tests, record the number of instructional hours since the last post-test. TOPSpro will add the total hours of instruction on each completed Test Record and summarize the number of hours of instruction in the program. The Iowa Department of Education uses this information to track the number of hours of instruction as it relates to the pre- and post-test learning gains.</p> <p>Code on test or update.</p> <p><b>Note for TOPSpro:</b> If this is the student's pre-test and the optional required field for instructional hours is checked in TOPSpro, <i>you must put a zero</i> in this field on the Test Record form. Otherwise the record will show as invalid (yellow) for test hours in TOPSpro.</p>
9	Raw Score	<p>Indicate the raw score in the space provide only if the student used a local agency made answer sheet and the local agency will transfer the answers to the Test Record.</p> <p><i>Raw score override is not permissible unless the accompanying item level answers are also entered into the TOPSpro data base. This includes CASAS forms 27 and 28.</i></p>
10	Test 1-4	Leave blank

	Student does not have the skills to be tested	Scan into TOPSpro. Pre-test when student appraisal indicates student has the skills to be tested.
--	-----------------------------------------------	---------------------------------------------------------------------------------------------------



# TOPS

Tracking Of Programs and Students

TRUS-008

## Test Record

PRACTICE			
1	A	B	C
2	A	B	C
3	A	B	C

① Student Last Name First Middle

Agency #					
Site #					

### TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

② Instructor Name

### Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right			
0	1	2	3
Wrong			
X	1	2	3
0	1	2	3

### ③ STUDENT IDENTIFICATION

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Is this your Social Security #? Yes ☐ No ☐

### ④ FORM NUMBER

0	0	0	R	X	
1	1	1	M		
2	2	2	L		
3	3	3	W		
4	4	4	S		
5	5	5	G		
6	6	6	C		
7	7	7			
8	8	8			
9	9	9			

### ⑤ TEST DATE

Month	Day	Year
Jan <input type="checkbox"/>	0 0	200 0
Feb <input type="checkbox"/>	1 1	200 1
Mar <input type="checkbox"/>	2 2	200 2
Apr <input type="checkbox"/>	3 3	200 3
May <input type="checkbox"/>	4	200 4
Jun <input type="checkbox"/>	5	200 5
Jul <input type="checkbox"/>	6	200 6
Aug <input type="checkbox"/>	7	200 7
Sep <input type="checkbox"/>	8	200 8
Oct <input type="checkbox"/>	9	200 9
Nov <input type="checkbox"/>		201 0
Dec <input type="checkbox"/>		201 1

### ⑥ CLASS NUMBER

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

### ⑦ INSTRUCTIONAL PROGRAM (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Career / Tech Ed
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

### ⑧ HOURS OF INSTRUCTION\*

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

### ⑨ RAW SCORE

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
0 0 0	0 0 0	0 0 0	0 0 0
1 1 1	1 1 1	1 1 1	1 1 1
2 2 2	2 2 2	2 2 2	2 2 2
3 3 3	3 3 3	3 3 3	3 3 3
4 4 4	4 4 4	4 4 4	4 4 4
5 5 5	5 5 5	5 5 5	5 5 5
6 6 6	6 6 6	6 6 6	6 6 6
7 7 7	7 7 7	7 7 7	7 7 7
8 8 8	8 8 8	8 8 8	8 8 8
9 9 9	9 9 9	9 9 9	9 9 9

☐ Student does not yet have the skills to be tested.

\* = required for TOPSpro software

## SECTION II: Specialized Program Instructions

This section contains special coding instructions for the following programs: (1) Corrections, (2) Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High School, and (5) Institutions. Refer to Section I for Program Definitions.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **State Corrections or Jail/Community Corrections**. Use site code 02.

### Entry Record

<u>Field #</u>	<u>Instructions</u>
1-12	Follow Instructions in Section I.
13	Enter appropriate category of Jail, Community Corrections or State Corrections.
14-20	Follow instructions in Section I.

### Update Record

<u>Field #</u>	<u>Instructions</u>
1-12	Follow instructions in Section I. Enter all that apply.
13	Enter Reason for Exit.
14-15	Follow instructions in Section I.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Family Literacy**. Enter appropriate location by site code.

### Entry Record

<u>Field #</u>	<u>Instructions</u>
1-12	Follow instructions in Section I.
13	Enter Family Literacy
14-20	Follow instructions in Section I.

### Update Record

<u>Field #</u>	<u>Instructions</u>
1-8	Follow instructions in Section I.
9	Enter appropriate Personal/Family or Community.
10-15	Follow instructions in Section I.



## SECTION II: Specialized Program Instructions

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Sheltered Workshops and Work Activity Centers**. Use site code 06.

### Entry Record

<u>Field #</u>	<u>Instructions</u>
1-12	Follow Instructions in Section I.
13	Enter Workplace Education
14-20	Follow instructions in Section I.

### Update Record

<u>Field #</u>	<u>Instructions</u>
1-8	Follow instructions in Section I.
9	Enter appropriate Work or Education.
10-13	Follow instructions in Section I.
14-15	Follow Instructions in Section I.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Alternative High School**. Use site code 11.

### Entry Record

<u>Field #</u>	<u>Instructions</u>
1-10	Follow instructions in Section I.
11	Enter High School Diploma
12	Follow instructions in Section I.
13	Enter Alternative Education (K-12)
14-20	Follow instructions in Section I.

### Update Record

<u>Field #</u>	<u>Instructions</u>
1-5	Follow instructions in Section I.
6	Enter High School Diploma.
7-8	Follow instructions in Section I.
10-15	Follow instructions in Section I. (Note: Item #15 may be used to track high school credits.)

## Section II: Specialized Program Instructions

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Institutions**. Use site code 01 for the general category of “Institutions”. Use side code 06 for sheltered workshops and work activity centers.

### Entry Record

<u>Field #</u>	<u>Instructions</u>
1-2	Follow instructions in Section I.
13	Enter “Other” for Institutional settings.
14-20	Follow instructions in Section I.

### Update Record

<u>Field #</u>	<u>Instructions</u>
1-8	Follow instructions in Section I.
9	Enter the Work or Education category.
10-15	Follow instructions in Section I.

### Iowa’s Adult Literacy Program Assessment Policy

The Iowa Department of Education requires all eligible adult literacy providers to utilize the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments for the national reporting System (NRS) to report the Educational Gains benchmark educational functioning levels. The CASAS standardized assessment instruments are the only approved instruments utilized for state and federal reporting purposes. The utilization of common assessment instruments based on the same standard score scale provides standardized data and progress reports across all of Iowa’s adult literacy eligible providers. This assessment policy was implemented during Program year 2001.

### ECS 130 Appraisal and Pre-Test Guidelines

This section contains instructions for completing ECS 130 Appraisal and Pre-Test Guidelines. The ECS 130 Appraisal is designed as an **initial assessment instrument** that provides information on learners’ basic functional literacy skills in reading and math in an employability context. The Form 130 is accurate up to a standard score of 245 (D level). It includes two sections: Reading – 25 questions, 25 minutes (administration time); Math – 25 questions, 25 minutes (administration time). Appraisal results determine whether participants should be placed into educational services such as English Literacy (formerly referred to as ESL), ABE, GED preparation classes, or vocational training programs. Appraisal results, based on the ECS 130, place adult learners into CASAS Levels A, B, C, or D. **The ECS Appraisal is not to be used for Pre/Post Testing.**

Given the above description of the ECS 130 Appraisal and common usage of the ECS Appraisal and CASAS pre-tests in Iowa’s ABE programs, the following guidelines should be implemented in the appropriate use of the ECS 130 Appraisal and pre-tests.

- The ECS 130 Appraisal should be administered **only as an initial assessment** to adult learners to determine appropriate placement in CASAS Levels A-D. The ECS 130 **cannot be used** as a substitute for pre-testing.
- Every learner should be pre-tested as soon as possible after **initial enrollment** in the instructional program or as a part of the **program/class orientation process**.
- The appropriate pre-test instruments for CASAS Levels A-D should be utilized as a **basis for initial placement** in the appropriate instructional level and to document the beginning skill level in reading and math.
- It is **not necessary** to administer the ECS 130 Appraisal if the instructor determines through other standardized assessment procedures a realistic instructional level in which to place the adult learner.
- It is **necessary** to administer the appropriate level pre-test once the appropriate instructional level and skill level has been determined through initial assessment procedures. The pre-test serves as the basis for initial instructional level placement and initial skill level placement.

The guidelines reflect the intent, CASAS policy, and common usage in the utilization of the ECS 130 Appraisal and CASAS Level pre-tests.

### **Post-Test Guidelines**

This section contains instructions for completing post-test procedures. The purposes of post-test procedures are: (1) determine learner instructional gains within any given instructional level, (2) determine learner instructional gains between instructional levels, (3) determine learner skill level gains. The following guidelines should be implemented in the appropriate use of post-tests.

- Every learner should be post-tested after 40 hours of instruction to determine appropriate instructional level or skill level gains.
- On average, post-tests should be scheduled following forty (40) hours of instructional intervention. However, GED level students may require a shorter period of instructional intervention time (i.e., 25-40 hours) prior to the administration of post-tests. Some learners may require up to 100 hours of instructional intervention to evaluate full instructional level or skill level gains.



# STATE OF IOWA

CHESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, DIRECTOR

**DATE** July 21, 2003

**FROM** Division of Community Colleges and Workforce Development

**TO** ABE Administrators/Coordinators, TOPSpro Record's Specialist

**SUBJECT** TOPSpro Coding Guidelines for Sheltered Workshops and Work Activity Centers  
for Iowa's Federally Funded Adult Literacy Program

## INTRODUCTION AND BACKGROUND

The purpose of this memorandum is to provide a set of guidelines pertaining to the coding of adult learners who are located in sheltered workshops or work activity centers and are enrolled in Iowa's adult literacy program. The guidelines are designed to produce a series of options which Iowa's community college based adult literacy programs may utilize to insure that (1) the reporting of adult learners served in sheltered workshops or work activity centers in the TOPSpro system is standardized, and (2) assist Iowa's adult literacy programs to determine appropriate coding strategies to insure that Iowa's adult literacy program will meet or exceed Iowa's National Reporting System (NRS) benchmark projection for the "ABE Beginning Literacy" Educational Functioning Level.

These guidelines were developed based on a series of field based individual and group discussions with Iowa's adult basic education (ABE) coordinators. It is important to note that these guidelines apply only to Iowa's Federally funded adult literacy program and are not designed to provide coding instructions for state reporting purposes utilizing the community college based Management Information System (MIS).

## REPORTING GUIDELINES

The following guidelines are designed to provide a series of three (3) scenarios which may be used to make reasonable professional judgments regarding NRS reporting strategies. The scenarios are as follows:

- **Federally Funded Adult Literacy Classes Held in Sheltered Workshops or Work Activity Centers.** Adult literacy classes which are conducted utilizing Federal adult literacy funds **must be reported** utilizing the TOPSpro electronic reporting system. It is important to note that only **up to 10% of a local program's adult literacy program allocation** can be utilized to fund adult literacy classes in sheltered workshops or work activity centers. It is recommended to utilize the instructional program designation of "Adult with Disabilities" to initially code adult learners enrolled in sheltered workshops or work activity centers. However, the instructional program designation can be changed at a later date to "Basic Skills (ABE)" for those adult learners who completed an Educational Functioning Level as indicated on NRS Tables 4 and 4B, Column D. Given Iowa's TOPSpro replication project, all adult literacy program data will be automatically transmitted to the Iowa Literacy Resource Center (ILRC) on a daily basis. However, only those adult learners who are coded with one of the five (5) NRS eligible instruction program designations will be reported on NRS Tables 1-4 and NRS Table 4B. The replication project will provide the necessary data to generate special reports for adult learners functioning below the NRS "ABE Beginning Literacy" Educational Functioning Level (CASAS standard score below 200) to demonstrate learning gains. In addition, special reports can be generated for those programs which are utilizing Project POWER instructional strategies.

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- **Locally Funded Adult Literacy Classes Held in Sheltered Workshops or Work Activity Centers.** Adult literacy classes which are conducted utilizing local (**non-federal adult literacy funds**) funds are not required to be reported on the NRS. However, it is encouraged that these adult learner be entered into the TOPSpro system so that the local and state adult literacy programs have the data to generate special reports on special populations to demonstrate learning gains below the NRS "ABE Beginning Literacy" Educational Functioning Level. It is recommended to utilize the instructional program designation of "Adult with Disabilities" to initially code adult learners enrolled in sheltered workshops or work activity centers. However, the instructional program designation can be changed at a later date to "Basic Skills (ABE)" for those adult learners who completed an Educational Functioning Level as indicated on NRS Tables 4 and 4B, Column D. It is also encouraged that the TOPSpro software be utilized to generate instructor based reports for those local program which utilize project POWER.
- **A Combination of Federally Funded and Locally Funded Adult Literacy Classes Held in Sheltered Workshops and Work Activity Centers.** In many cases, the funding patterns for any given adult literacy class may involve a combination of Federal adult literacy program funds and local/state funds. In those cases, the percentage portion of the class which utilizes Federal adult literacy funds must be reported utilizing the TOPSpro system. [Example: a sheltered workshop class has an enrollment of 50 adult learners which receives equal funding from Federally adult literacy program funds and local/state funds. A total of 25 adult learners must be reported in the TOPSpro system]. It is recommended that, whenever possible, sheltered workshop or work activity classes be funded from a single source and not a combination of Federal/local/state funds.

## SUMMARY

It is the purpose of these guidelines to provide a standardized process for reporting attendance in sheltered workshops and work activity centers according to funding source. The guidelines are subject to reasonable interpretation by Iowa's ABE Coordinators/Administrators. The intent is to insure that Iowa's adult literacy program will meet or exceed Iowa's National Reporting System (NRS) benchmark projection for the "ABE Beginning Literacy" Educational Functioning Level. Please disseminate these guidelines to all effected personnel. If there are questions, please contact me.

Sincerely,

John Hartwig  
Iowa Adult Education State Director

/skj

### SECTION III: POWER Instructions

FORM COUS-008

#### TOPSpro Consumer Profile Record Iowa Guidelines

Purpose/Usage: Collects valuable personal information about the consumer including strengths and disability(ies). Employment Record section (#9-18 of the Consumer Profile Record) can be updated when consumer's employment situation changes. A Consumer Profile Record **must be** completed at the following times:

1. Before an initial POWER assessment of the consumer is completed.
2. When a change to the consumer's profile occurs.
3. When a change in the consumer's employment status of situation occurs.

#### Things for teachers to remember:

1. Each consumer, for whom a Consumer Profile is completed, must have a TOPSpro Entry Record completed. (NOTE: Only one Entry Record is required during the program year or if there is a change in instructional program.)
2. Use a #2 pencil only. Do not use ink.
3. If the information is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form, or the form may be misread or unscannable.

Agency #- This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. **(See Attachment A for Agency Codes and Categories.)**

Site # - This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e., individual site numbers for multi-campus community college districts such as Areas I, IX XI, etc.). **(See Attachment A for site codes and definitions.)**

Field #	Name	Directions
1a	Consumer Name	Print legibly. Middle initial is optional.
1b	Consumer Address	Print legibly.
2	Instructor Name	Print legibly. May add the name of class on this line.
3	Consumer Identification	All students must have an ID (Social Security number or college issued ID number).
	Is this your Social Security #?	Bubble in "Yes" if this is the student's Social Security #. Bubble in "No" if a substitute identification number has been assigned.
	Is informed Consent signed?	Do not code.

4	<p>Individual Plan Goals were modified for this program year using an observation</p> <p>If true, which Form was used?</p>	<p>Bubble in if the agency used results from the POWER observation to determine goals and objectives for the consumer's annual plan.</p> <p><b>Bubble in which form was used.</b>  <u>Form 301</u> – Independent Living  <u>Form 303</u> – Community Access  <u>Form 305</u> – Employability</p>
5	Strengths of Consumer	<p>Bubble in the consumer's primary strengths. <b>Limit selection to two or three major strengths.</b></p> <p><b>Strengths:</b></p> <p><u>Physical</u> – Strong, gross motor skills, can perform manual labor.  <u>Cognitive</u> – Speaks words, verbal, learns quickly.  <u>Social</u> – Acknowledges other people, sense of humor, friendly, outgoing.  <u>Bilingual</u> – speaks using native language and English.  <u>Independent</u> – Does not rely on support specialists to complete tasks.  <u>Motivated</u> – Likes to work, determined, wants to be at work and in community.  <u>Reliable</u> – responsible, listens to directions, stays with task until completion.  <u>Hygiene</u> – Demonstrates pleasant appearance consistently.  <u>Self-Advocate</u> – Requests assistance when needed, demonstrates leadership.</p>
6	Special Needs	<p>Bubble in the appropriate special needs categories that <b>must be considered</b> when placing and coaching the consumer in the program or on the job. <b>Limit selections to one to two categories</b></p> <p><b>Special Needs Category:</b></p> <p><u>Flexible Schedule</u> – Restricted to certain days or times of day.  <u>Safety Restrictions</u> – Unable to work near hazardous materials, open work areas, or otherwise restricted due to health and safety-related issues.  <u>Accessible Restroom</u> – Restrictive to use of adapted equipment/facilities.  <u>Weight Restrictions</u> – Can't lift more than 10 pounds.  <u>Transportation Restrictions</u> – Uses handi-car or relies on parent transportation.</p>
7	<p>Primary Disability</p> <p>Secondary Disability</p>	<p><b>Bubble in the consumer's single most prominent disability using the general definitions below.</b></p> <p><b>Bubble in other disabilities that pertain to the consumer using the general definitions below. (Select as many definitions as apply).</b></p> <p>Note: The following are functional definitions defined for the purpose of using the POWER assessment system. They are adapted from various sources.</p>

		<p><b>Disabilities:</b></p> <p><u>Mild Mental Retardation</u> – Consumer requires intermittent supports on as-needed basis and for a limited period of time; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18.</p> <p><u>Moderate Mental Retardation</u> – Consumer requires <b>limited supports that are required continually and for a limited period of time</b>; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18.</p> <p><u>Severe Mental Retardation</u> – Consumer requires <b>continuous, extensive, and long-term supports that are used regularly</b>; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18.</p> <p><u>Physical Disability</u> – Consumer has orthopedic impairment caused by disease and congenital abnormality such as paralysis, burns, and polio that affects educational functions.</p> <p><u>Hearing Impairment</u> – Consumer has permanent or fluctuating ability to sense sound, may use amplification devices; affects ability to process linguistic information.</p> <p><u>Visual Impairment</u> – Consumer has partial sight or blindness that limits sight affecting educational performance.</p> <p><u>Brain Injury</u> – Consumer has traumatic injury caused by external physical force and open or closed head injuries affecting educational performance; does not include congenital or degenerative brain injuries.</p> <p><u>Autism</u> – Consumer has a developmental disability that affects communication and social interaction; generally evident before age 3; often resists environmental change and has unusual responses to sensory experiences.</p> <p><u>Cerebral Palsy</u> – Consumer has a medical condition caused by permanent brain injury characterized by a lack of muscle control and body movement.</p> <p><u>Epilepsy</u> – Consumer has a seizure disorder induced by temporary changes in the electrical functions of the brain affecting movement and sensation.</p> <p><u>Mental Illness</u> – Consumer has condition that affects development of functional capacity preventing self-sufficiency related to three or more primary aspects of daily life; such as self-care, interpersonal relationships, and learning; includes disorders such as severe depression, self-injurious behavior, and anti-social behavior.</p>
7	Primary Disability	<p><u>Other</u> – Consumer has another low incidence disability or chronic health condition such as attention deficit disorder, heart condition, and diabetes.</p>



	Secondary Disability	<u>Unknown</u> – Consumer’s documented disability is unknown.
8	Communication	<p>Complete this field if the consumer is not verbal. The completion of this field indicates the need for additional support from the support specialists. <b>Bubble in all categories that apply.</b></p> <p><u>Non-Verbal</u> – Does not communicate using oral language skills.  <u>ASL</u> – Uses American Sign Language and/or reads lips.  <u>Modified Signs</u> – Uses body language and gestures.  <u>Assistive Technology</u> – uses devices such as communication board and touch screen.</p>
<b>Employment Record</b>		
	Instructions	If consumer is not currently employed <b>complete fields 9, 10 and 11.</b> If consumer is employed, or if start date in job is known, then <b>complete fields 10 through 18. Employment includes onsite job tasks contracted with a community employer or job tasks on location with a community-based employer.</b>
9	Unemployed	Bubble this field if the consumer is not currently employed with either a paid or volunteer employment position.
10	Record Date	Bubble in when updating the consumer’s Employment Record. <b>Employment includes paid as well as volunteer employment.</b>
11	Instructional Program	<p>Indicate the one program the consumer is enrolled in for this class. <b>Note:</b> It is necessary to code an adult learner in the <b>Basic Skills (ABE)</b> Category in order to be included in the National Reporting System (NRS) federal report.</p> <p><u>Basic Skills (ABE)</u> – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family.</p> <p><u>Adults with Disabilities</u> – Consumers who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program.</p> <p><u>Vocational/Occupational Skills</u> – Organized programs offering a sequence of courses which are directly related to the preparation of consumers in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.</p> <p><u>Parent Education</u> – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency.</p> <p><u>Older Adults</u> – A program whose services are provided primarily for adults 60 years and older.</p>
12	Start Date in	Bubble in the date that the consumer started in current position. Complete this

	Job Placement	field only if the consumer has a paid or volunteer employment position. Use leading zeros for the day that are fewer than 10. <b>If the consumer started in current position BEFORE 2000, manually enter the start date in the TOPSpro Software.</b>
13	Hourly Wage	Bubble in the consumer's current wage if the consumer is currently employed. Complete this field only if the consumer has a paid or volunteer employment position. Use leading zeros for the numbers that are fewer than 10. <b>Enter \$0.00 if the consumer has a volunteer position. If the work wage varies per week within a certain period, average the wage per hour.</b>
14	Average Work Hours per Week	Bubble in the consumer's number of hours on the job per week. <b>Complete this field only if the consumer has a paid or volunteer employment position. If the work hours vary per week within a certain period, average the number of hours per week.</b>
15	Non-traditional For Gender	Bubble this field if one or more of the consumer's assigned job tasks are those where less than 25 percent of the overall workforce performing these tasks (in your estimation) are of the consumer's own gender, such as a female doing plaster work or painting, or a male doing typing or filing in an office. <b>Bubble this field only if the person has a paid or volunteer employment position.</b>
16	Advancement/ Enhancement	Bubble this field only if the consumer made advancements on the job – such as assuming a higher level of work tasks, taking on additional tasks, receiving higher wages, or similar enhances work – since the previous update to the Employment Record. <b>Bubble this field only if the consumer has a paid or volunteer employment position.</b>
17	This is an F+ job	Bubble this field to indicate if the consumer's job is in an area of employment <b>other than Food</b> (such as at a fast food restaurant), <b>Flowers</b> (landscaping, nursery) or <b>Filth</b> (janitorial). <b>Bubble this field only if the consumer has a paid or volunteer employment position. Do not bubble this field if the consumer is employed in fast food, landscaping, or janitorial related occupations.</b>
18	Employment Type	<p>Indicate the person's group ratio at the place of employment. <b>Bubble only one response. Bubble this field only if the person has a paid or volunteer employment position. If the consumer has more than one job, enter the lowest ratio (least supervision) of all jobs; (i.e., if the consumer works at one job every week with closer supervision at a ratio of 1:3, and at another job every week with less supervision at a ratio of 1:5, enter 1:5 for this field).</b> The options include:</p> <p><u>Individual placement</u> – Consumer works independently on the job.</p> <p><u>1 to 1</u> – Consumer has one job coach or support specialist and is not teamed with other consumers.</p> <p><u>1 to 2, 1 to 3</u> – Consumer has a job coach or support specialist and is teamed with one or two other consumers.</p> <p><u>1 to 4</u> – Consumer has a job coach or support specialist and is teamed with three other consumers.</p> <p><u>1 to 5+</u> – Consumer is assigned to a classroom, workshop, enclave, or job site with five or more consumers.</p>
	Optional	<b>Complete this section if the person has a paid or volunteer employment position.</b> The name of the employer and specific job tasks should be entered in this section.

# TOPS

COUS-01

Agency #

Tracking Of Programs and Students

Site #

## Consumer Profile Record

1a Consumer Last Name First Middle Phone Number

2 Instructor Name 1b Consumer Address City State Zip

### Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right Wrong  
0 1 2 3 0 1 2 3

### 3 CONSUMER IDENTIFICATION

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Is this your Social Security #? Yes No

Is informed consent signed? Yes No

### 4 Strengths of Individual (select as many as apply)

- Physical (strong, mobility, can perform manual labor)
- Cognitive (speaks words, verbal, learns quickly)
- Social (acknowledges other people, sense of humor, friendly, outgoing)
- Bilingual (speaks words, verbal, learns quickly)
- Independent (does not rely on coach to complete tasks)
- Motivated (likes to work, determined, wants to be at work and in community)
- Reliable (responsible, listens to directions, stays with task until completion)
- Hygiene (demonstrates pleasant appearance consistently)
- Self-advocate (requests assistance when needed, demonstrates leadership)

### 5 Special Needs (select as many as apply)

- Flexible Schedule (restricted to certain days or times of days)
- Safety Restrictions (unable to work near hazardous materials or open work areas)
- Accessible Restroom
- Weight Restrictions (can't lift more than 10 pounds)
- Transportation Restrictions (uses handi-car or relies on parent transportation)

### 6 Primary Disability (select only one) Secondary Disability (select as many as apply)

- Mild Mental Retardation
- Moderate Mental Retardation
- Severe Mental Retardation
- Physical Disability
- Hearing Impairment
- Visual Impairment
- Brain Injury
- Autism
- Cerebral Palsy
- Epilepsy
- Mental Illness
- Other
- Unknown

### 7 Communication (select as many as apply)

- Non verbal
- ASL (American Sign Language, reads lips)
- Modified Signs (uses body language, gestures)
- Assistive Technology (communication board, touch screen)

## Employment Record

### INSTRUCTIONS

If consumer is not currently employed complete fields 9, 10 and 11. If consumer is employed, or if start date in job is known, then complete fields 10 through 18.

8 Unemployed

### 9 RECORD DATE (TODAY'S DATE)

MM	DD	YY
Jan	0	200
Feb	1	200
Mar	2	200
Apr	3	200
May	4	200
Jun	5	200
Jul	6	200
Aug	7	200
Sep	8	200
Oct	9	200
Nov		201

### 10 INSTRUCTIONAL PROGRAM (Mark one)

- Basic Skills (ABE)
- Adults w / Disabilities
- Career / Tech Ed
- Parent Education
- Older Adults

### 11 START DATE IN JOB PLACEMENT

MM	DD	YY
Jan	0	200
Feb	1	200
Mar	2	200
Apr	3	200
May	4	200
Jun	5	200
Jul	6	200
Aug	7	200
Sep	8	200
Oct	9	200
Nov		201

### 12 HOURLY WAGE

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

### 13 AVERAGE WORK HOURS PER WEEK

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

14 Non-traditional for Gender

15 Advancement/Enhancement

16 This is an F+ job

### 17 EMPLOYMENT TYPE (Mark one)

- Individual Placement
- 1 to 1
- 1 to 2, 1 to 3
- 1 to 4
- 1 to 5+

### Optional

The following fields need to be manually entered in the TOPS software. You may also choose to enter them here.

Place of Employment:

Job Tasks:

\* - required for TOPS software

## Iowa Guidelines

Purposed/Usage: This form is used to record POWER pre/post assessment results. Enter the information into a consumer's record at that time. The Observation Record collects consumer performance levels for one observation. This record collects observation date, form number, hours of instruction and class number.

## Tips for teachers to remember:

1. TOPSpro Entry record should be filled out for each consumer when entering a program. **(NOTE: Only one Entry Record is required for each consumer.)**
2. Use a #2 pencil only. Do not use ink.
3. If the observation level is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form, or the form may be misread or unscannable.

Agency # - This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. **(See Attachment A for Agency Codes and Categories.)**

Site # - This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e., individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). **(See Attachment A for site codes and definitions.)**

Field #	Name	Directions
1	Consumer Name	Print legibly. Middle initial is optional.
2	Instructor Name	Print legibly. May add the name of class on this line.
3	Consumer Identification	All students must have an ID (Social Security number or college issued ID number).
4	Observation Date	Enter the date that staff observed the person performing the POWER skills.
5	Class Number	<b>Bubble in the appropriate class number. This field should be completed by a teacher or administrator.</b> TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define its own coding structure. <b>NOTE: The Class Number must be the same on the Observation Record as on the Entry Record.</b>
6	Instructional Program	Indicate the one program the consumer is enrolled in for this class. Note: It is necessary to code an adult learner in the <b>Basic Skills (ABE)</b> Category in order to be included in the National Reporting System (NRS) federal report.  <u>Basic Skills (ABE)</u> – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. <u>Adults with Disabilities</u> – Consumers who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition cannot succeed in the program without special education assistance or who require a modified educational program. <u>Vocational/Occupational Skills</u> – Organized programs offering a sequence of courses which are directly related to the preparation of consumers in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. <u>Parent Education</u> – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency.

		<u>Older Adults</u> – A program whose services are provided primarily for adults 60 years and older.	
7	Form Number	Bubble which POWER test was used to evaluate the consumer –  <u>Form 301</u> – Independent Living <u>Form 303</u> – Community Access <u>Form 305</u> – Employability	
8	Hours of Instruction	This information is used to track the number of hours as it relates to the pre-test learning gains. <b>If this is a pre-test, enter 0.</b> If this is a post-test, enter the total number of instructional hours the individual consumer has attended since taking the last test.	
9	Provider Use	OPTIONAL: Use this field for any agency-specific data collection needs.	
	Rating Scale	Indicate the POWER performance level, based on the amount of assistance the person requires from a support person in order to perform the skill or task. <b>Mark 2 bubbles in each item. One for performance level (0-4) and one for the Direct Observation level. Do not bubble in Previous Experience or 3<sup>rd</sup> Party. Only Direct Observation is used for the national Reporting System (NRS).</b>	
		<p>Performance Level:</p> <ol style="list-style-type: none"> <li><b>0. Cannot perform</b> – The consumer cannot perform the task at this time and does not respond to any level of support, including full assistance. This also includes situations when the consumer refuses to initiate the task.</li> <li><b>1. Full physical assistance</b> – The instructor or support person assists by giving hand-on guidance or physical support at any time during the task; e.g., “I’ll help you take out your ID card.” This level is indicated when the assistance involves complete physical support or if it entails a partial or light physical prompt.</li> <li><b>2. Direct verbal/gestural prompts</b> – The <b>instructor</b> or support person gives specific commands or directions to provide instructions and gestures such as finger pointing or use of sign language specifically for non-verbal consumers.</li> <li><b>3. Indirect prompts</b> – The <b>instructor</b> or support person makes a verbal statement, usually a question involving verbal cues, to guide the consumer; generally requires interpretation on the part of the consumer; e.g., “What’s the next step?”</li> <li><b>4. Independence</b> – The consumer can perform the task independently without being given any support</li> </ol>	<p>Observation Level:</p> <p>Use only Direct Observation to evaluate the consumer’s performance and bubble in only the Direct Observation level for each test item.</p>



Agency #

Tracking Of Programs and Students

Site #

## Observation Record

①

Consumer Last Name

First

Middle

②

Instructor Name

## Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right

(0) (1) (2) (3)

Wrong

☒ (0) (1) (2) (3)  
 (0) (1) (2) (3)

## Rating Scale

1. (0) (1) (2) (3) (4)
2. (0) (1) (2) (3) (4)
3. (0) (1) (2) (3) (4)
4. (0) (1) (2) (3) (4)
5. (0) (1) (2) (3) (4)
6. (0) (1) (2) (3) (4)
7. (0) (1) (2) (3) (4)
8. (0) (1) (2) (3) (4)
9. (0) (1) (2) (3) (4)
10. (0) (1) (2) (3) (4)
11. (0) (1) (2) (3) (4)
12. (0) (1) (2) (3) (4)
13. (0) (1) (2) (3) (4)
14. (0) (1) (2) (3) (4)
15. (0) (1) (2) (3) (4)
16. (0) (1) (2) (3) (4)
17. (0) (1) (2) (3) (4)
18. (0) (1) (2) (3) (4)
19. (0) (1) (2) (3) (4)
20. (0) (1) (2) (3) (4)
21. (0) (1) (2) (3) (4)
22. (0) (1) (2) (3) (4)
23. (0) (1) (2) (3) (4)
24. (0) (1) (2) (3) (4)
25. (0) (1) (2) (3) (4)
26. (0) (1) (2) (3) (4)
27. (0) (1) (2) (3) (4)
28. (0) (1) (2) (3) (4)
29. (0) (1) (2) (3) (4)
30. (0) (1) (2) (3) (4)

③

★

## CONSUMER IDENTIFICATION

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

④

★

## OBSERVATION DATE

MM	DD	YY
Jan <input type="checkbox"/>	(0) (0)	200 (0)
Feb <input type="checkbox"/>	(1) (1)	200 (1)
Mar <input type="checkbox"/>	(2) (2)	200 (2)
Apr <input type="checkbox"/>	(3) (3)	200 (3)
May <input type="checkbox"/>	(4)	200 (4)
Jun <input type="checkbox"/>	(5)	200 (5)
Jul <input type="checkbox"/>	(6)	200 (6)
Aug <input type="checkbox"/>	(7)	200 (7)
Sep <input type="checkbox"/>	(8)	200 (8)
Oct <input type="checkbox"/>	(9)	200 (9)
Nov <input type="checkbox"/>		201 (0)
Dec <input type="checkbox"/>		201 (1)

⑤

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## CLASS NUMBER

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

⑥

★

## INSTRUCTIONAL PROGRAM

- ☐ Basic Skills (ABE)  
☐ Adults w / Disabilities  
☐ Career / Tech Ed  
☐ Parent Education  
☐ Older Adults

⑦

★

## FORM NUMBER

(0)	(0)	(0)	(R)	(X)
(1)	(1)	(1)	(M)	
(2)	(2)	(2)	(L)	
(3)	(3)	(3)	(W)	
(4)	(4)	(4)	(S)	
(5)	(5)	(5)	(G)	
(6)	(6)	(6)	(C)	
(7)	(7)	(7)		
(8)	(8)	(8)		
(9)	(9)	(9)		

⑧

★

## HOURS OF INSTRUCTION\*

(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)

\* Since last observation, or if this is the first, since start of program

⑨

★

## PROVIDER USE

(A)	(B)	(C)	(D)	(E)
(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)

### Agency and Site Categories

Agency #	Agency Name
01	Northeast Iowa Community College
02	North Iowa Area Community College
03	Iowa Lakes Community College
04	Northwest Iowa Community College
05	Iowa Central Community College
06	Iowa Valley Community College District
07	Hawkeye Community College
09	Eastern Iowa Community College District
10	Kirkwood Community College
11	Des Moines Area Community College
12	Western Iowa Tech Community College
13	Iowa Western Community College
14	Southwestern Community College
15	Indian Hills Community College
16	Southeastern Community College

Sites are defined as class locations. When data is entered into TOPSpro, each specific location should be given a unique site ID (with the first two digits always being the site definition 01-14 and the remaining digits identifying the specific location) and then a detailed description should be entered in the site description field (these fields can be accessed on TOPSpro by going to file/new/site). It needs to be emphasized that specific location refers to where the class is held (i.e. Polk County Jail) and not the site definitions (i.e. Correctional Educational Agencies).

For example, the site location "Polk County Jail" could be entered as the Site ID 0201 where the first two digits represent the site description, "Correctional Education Agencies" and the remaining digits are created/entered by the agency to identify the specific location, "Polk County Jail", then in the site description field, "Polk County Jail" is entered.

Site #	Site Definitions
01	<u>Institutionalized agencies</u> are defined as: institutionalized environments such as orphanages, general or special institutions, hospitals, or residential schools for physical or mentally handicapped.
02	<u>Correctional education agencies</u> are defined as: Correctional institutions such as prisons, jails, reformatories, work farms, detention centers or half-way houses, community-based rehabilitation centers or any other institutions designed for the confinement and rehabilitation of criminal offenders including juvenile offenders.
03	<u>Public housing authorities</u> are defined as: Any State, county, municipality, or other governmental entity or public body (or agency or instrumentality thereof) which is authorized to engage in or assist in the development or operation of lower income housing. The term includes any Indian housing authority.
04	<u>Local Education Agency (LEA)</u> A legally constituted local school authority having administrative control and direction of public elementary or secondary schools or a public education institution or agency having administrative control and direction of educational programs, e.g., secondary school districts, and area education agencies.
05	<u>Learning Center</u> is an adult instructional setting that features (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time and on a daily basis.
06	<u>Work Site</u> may be public or private, as long as it is an operating place of employment for the participants. <b>Sheltered Workshops and work activity centers are included under this site.</b>
07	<u>Library</u> means public library
08	<u>Community-based Organization Center</u> is the center of an organization that is representative of the community or significant segments of the community and is controlled by members of the community it serves.
09	<u>Home or Home-based</u> is a private residence in which instruction is provided by a teacher or paraprofessional, usually at the home of a student.
10	<u>Postsecondary Education Institution</u> is an institution which leads to an undergraduate or graduate degree (i.e. community colleges, four-year institutions, private educational institutions).



11	<p><u>Alternative Education</u> is an established environment within or apart from the regular high school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive high school education consistent with the goals established by school districts in the area, e.g. Alternative high schools</p>
12	<p><u>Faith-Based Organization (FBO's)</u> consist of the following;</p> <ol style="list-style-type: none"> <li>1. A religious congregation (church, mosque, synagogue, temple, other);</li> <li>2. An organization, program, or project sponsored/hosted by a religious congregation (may be incorporated or not incorporated);</li> <li>3. A nonprofit organization founded by a religious congregation or religiously-motivated incorporators and board members that clearly states in its name, incorporation, or mission statement that it is a religiously motivated institution.</li> <li>4. A collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.</li> </ol>
13	<p><u>Other</u> includes those that do not fit into one of the above categories. Storefront locations would generally fall into this category.</p>
14	<p><u>Business and Industry: Special Projects</u> include basic literacy skills assessment and training in a business or industry setting for the purpose of providing basic literacy skills training and/or upgrading of basic literacy skills. The basic literacy skills training and/or upgrading of basic literacy skills training can be taught in conjunction with other related training programs or as a standalone basic literacy skills training program. <b>The following instructional programs should be included under this site: (1) Workplace Literacy, (2) Work-based Learner Projects, (3) other basic literacy skills programs located in a business or industry setting.</b> (See Definitions for Workplace Literacy and Work-based Learner Projects.)</p>



National Reporting System

## New Standards for Collecting and Reporting Race and Ethnicity Data for the NRS

The U.S. Office of Management and Budget (OMB) issued revised standards for collecting and reporting race and ethnicity data. The revisions involve new categories that separate race and ethnicity and include two categories for data on ethnicity. In response, the U.S. Department of Education (ED) released guidance on how educational institutions and other ED-funded programs should collect and report data on race and ethnicity beginning July 1, 2010. This *NRS Tips* describes changes to the way federally funded adult education programs will collect and report race and ethnicity data based on ED's guidance on the new standards and their implications.

### Collecting Race and Ethnicity Data

To ensure consistency across Federal Agencies and assist ED in carrying out its mission to collect, analyze, and report data that are relevant and useful to practitioners, researchers, policymakers, and the public, the way in which race and ethnicity data is collected will change in two ways:

- ✓ Educational institutions and other recipients will have to ask a two-part question to collect race and ethnicity data from students.
- ✓ Students will have the opportunity to select more than one race with which they identify. The first part of the two-part question will ask students to specify their ethnicity. And the second part will then ask students to select one or more races with which he or she identifies. Exhibit 1 provides an example of such a question.

ED does not require reporting of the races in the Hispanic/Latino population, but the two-part question format is still required. ED requires programs to keep the original individual responses to the two-part question to allow access to this information when needed.

### Reporting Race and Ethnicity Data

The new standards for reporting race and ethnicity data involve two sets of changes:

- ✓ Separate reporting of Hispanic/Latino ethnicity and race.
- ✓ Revisions to the current definitions of racial and ethnic categories, including a new "two or more races" reporting category.

#### Exhibit 1: Example of a Two-Part Question That Can Be Used To Collect Race and Ethnicity Data Using ED's New Standards

Is this student/Are you Hispanic/Latino? (choose only one)

- ☐ No, not Hispanic/Latino
- ☐ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

The above question is about ethnicity, not race. **No matter what you selected above**, please continue to answer the following by marking one or more boxes to indicate what you consider this student's/your race to be.

What is this student's/your race? (choose one or more)

- ☐ **American Indian or Alaska Native.** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)
- ☐ **Asian.** (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- ☐ **Black or African American.** (A person having origins in any of the Black racial groups of Africa.)
- ☐ **Native Hawaiian or Other Pacific Islander.** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- ☐ **White.** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

## Separating race and ethnicity

The new requirements create a clear separation of race and Hispanic/Latino ethnicity. Students must first self-identify as Hispanic/Latino or not Hispanic/Latino, regardless of their racial background. Students selecting Hispanic/Latino will only be reported to ED as “Hispanic/Latino of any race.” Only students who do not self-identify as Hispanic/Latino ethnicity will be in other racial categories for Federal reporting. A student can be counted in only one category.

## A new reporting category and revised definitions for race and ethnicity

ED will be using a new category for reporting race and ethnicity data: “two or more races” for students self-identifying as belonging to multiple races.

The following four examples from ED’s guidance demonstrate how programs will report using the new standards in light of the additional category:

- ◆ **Example 1:** A student self-identifies as Hispanic/Latino and as Asian. This student is reported only in the Hispanic/Latino category.

- ◆ **Example 2:** A student self-identifies as Hispanic/Latino and as Asian and Black or African American. This student is reported only in the Hispanic/Latino category.

- ◆ **Example 3:** A student self-identifies as non-Hispanic/Latino and as Native Hawaiian or Other Pacific Islander. This student is reported in the Native Hawaiian or Other Pacific Islander category.

- ◆ **Example 4:** A student self-identifies as non-Hispanic/Latino and as American Indian or Alaska Native and White. This student is reported in the two or more races category.

Definitions for a number of reporting categories also have been revised; notably, categories of race no longer make reference to the hispanicity of a student. Additional regions or countries of origin also were added, and a student having origins in the Philippines will no longer be reported in the “Native Hawaiian and Pacific Islander” category. Instead, he or she should be reported as “Asian.” Exhibit 2 shows a comparison of the existing and new reporting categories and their definitions, with differences underlined to facilitate your review.

### Exhibit 2: Comparison of Definitions for Race and Ethnicity Reporting Categories

Definitions of Existing Reporting Categories	Definitions of Reporting Categories Using ED’s New Standards (To Be Implemented Beginning July 1, 2010)
<b>American Indian or Alaskan Native</b> —A person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.	<b>American Indian or Alaska Native</b> —A person having origins in any of the original peoples of North and <u>South America (including Central America)</u> , and who maintains a tribal affiliation or community attachment.
<b>Asian</b> —A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).	<b>Asian</b> —A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, <u>Cambodia</u> , China, India, Japan, Korea, <u>Malaysia</u> , <u>Pakistan</u> , <u>the Philippine Islands</u> , <u>Thailand</u> , and <u>Vietnam</u> .
<b>Native Hawaiian or Other Pacific Islander</b> —A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the <u>Philippine Islands</u> and Samoa.	<b>Native Hawaiian or Other Pacific Islander</b> —A person having origins in any of the <u>original peoples</u> of Hawaii, <u>Guam</u> , Samoa, or other Pacific Islands.
<b>Black or African-American</b> —A person who has origins in any of the Black racial groups of Africa <u>but not of Hispanic culture or origin</u> .	<b>Black or African American</b> —A person having origins in any of the Black racial groups of Africa.
<b>Hispanic or Latino</b> —A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.	<b>Hispanic/Latino of any race</b> —A person of Cuban, Mexican, Puerto Rican, South <u>or Central American</u> , or other Spanish culture or origin, regardless of race. <u>The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”</u>
<b>White</b> —A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East <u>but not of Hispanic culture or origin</u> .	<b>White</b> —A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
N/A	<b>Two or more races</b> —A person having origins in two or more race categories and not Hispanic/Latino.



## Implications of New Standards

To meet ED's requirement to implement the new standards for collecting and reporting race and ethnicity data starting July 1, 2010, State adult education programs can take a number of steps. Four of the most critical steps are described below.

- ◆ **Examine current policies and procedures governing how your State collects and reports race and ethnicity data to determine what will need to be updated.** States may need to set a new coding scheme if nonfederal policies dictate that a State must collect additional information about its students' ethnicity. Although not required, States may wish to bridge between the existing and new reporting categories to allow time for trend analysis using those data.
- ◆ **Consider what adjustments will be required for your State's student intake forms and software systems that collect, maintain, and report race and ethnicity data.** The State data system must be capable of separating race and ethnicity and aggregating additional race and ethnicity categories used within the State into the Federal reporting categories. Students are to be reported in only one of the Federal categories, according to the procedures just described. Consequently, you may need to make adjustments in your State's intake forms and database, which may include performing a data conversion that may require re-identifying students, changing data entry screens, changing business rules to allow proper data validation, and updating the logic that generates your reports with race and ethnicity data based on the new business rules. As your State makes these changes, consider how they may affect your other reporting obligations to other State agencies or programs and/or other funders. Finally, it also will be necessary to develop a plan to test whether the changes are accurate. For States that use vendors, it is important that they understand the changes based on the new standards and can set a reasonable schedule to complete the changes.
- ◆ **Describe the changes and their implications to key constituents.** Training for staff at every level of the State program will be critical to the successful implementation of the new standards. Training should be customized depending on the role staff have and include a description of the new standards, how you are implementing them, and what the impact will be for their work.
- ◆ **Adjust how you report to the National Reporting System for Adult Education (NRS).** Tables 1, 2, and 12 of the NRS have been revised

to reflect the new race and ethnicity categories, and these revised tables are required for the program year beginning on July 1, 2010, for the report due to ED on December 31, 2011.

## Additional Resources

If you would like more information, including guidance on additional race and ethnicity categories, please consult the following documents.

**Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories** is a helpful guide developed by the National Forum on Education Statistics' Race/Ethnicity Data Implementation Task Force for State and local education agencies that outlines best practices for implementing the new standards. (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008802>)

**Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity, Notice of Decision** is the original document issued by OMB describing the new standards to collect, maintain, and report race and ethnicity data for Federal Agencies. It appeared in the Federal Register on October 30, 1997. ([http://www.whitehouse.gov/omb/fedreg\\_1997standards](http://www.whitehouse.gov/omb/fedreg_1997standards))

**Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, Final Guidance** provides instructions on how educational institutions and other ED-funded programs must manage race and ethnicity data. It appeared in the Federal Register on October 19, 2007. (<http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>)

The **National Reporting System (NRS)** is the accountability system for the federally funded, State-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA-P.L. 105-220).

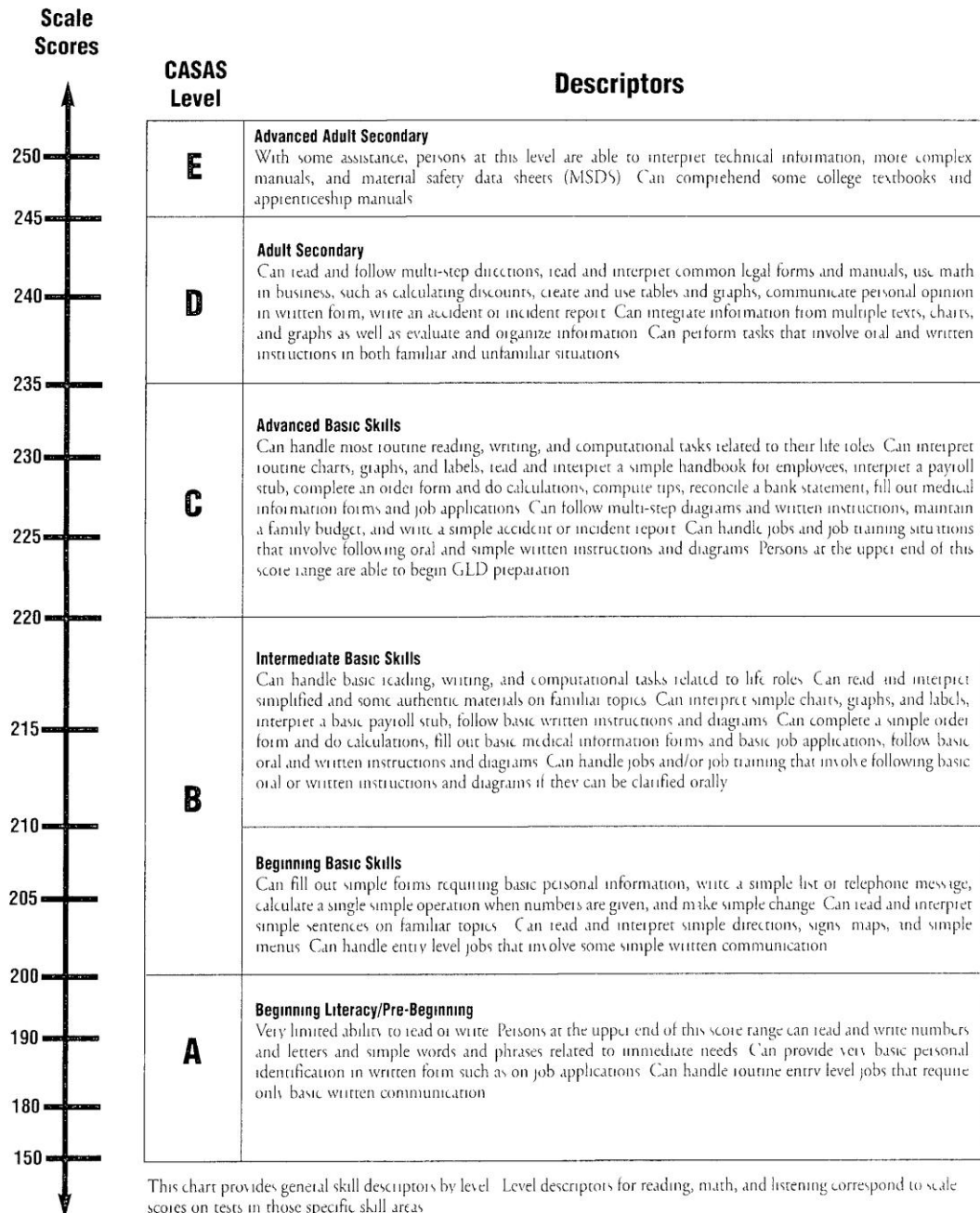
**NRS Tips** is a quick reference tool for State staff, program directors, and adult education teachers. **NRS Tips** documents are written and produced by the staff at the **American Institutes for Research® (AIR®)**, a nonprofit research and policy organization (see <http://www.air.org>), under contract with the **Division of Adult Educational and Literacy (DAEL)** of the **U.S. Department of Education**.

Visit <http://www.nrsweb.org> for further information. Do you have an idea for **NRS Tips**? Send it to [nrs@air.org](mailto:nrs@air.org).





# Skill Level Descriptors for ABE



### CASAS Skill Level Descriptors for English Literacy

SCALED SCORES	CASAS LEVEL	DESCRIPTORS
250 245+	E	<b>Proficient Skills</b> SPL 8** - Listening/Speaking Can participate effectively in social and familiar work situations, can understand and participate in practical and social conversations and in technical discussions in own field Reading/Writing Can handle most reading and writing tasks related to life roles, can read and interpret most non-simplified materials, can interpret routine charts, graphs, and labels, fill out medical information forms and job applications Employability Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals
240 235	D	<b>Adult Secondary</b> SPL 7 - Listening/Speaking Can function independently in survival and social and work situations, can clarify general meaning and communicate on the telephone on familiar topics Reading/Writing Can read and interpret non-simplified materials on everyday subjects, can interpret routine charts, graphs, and labels, fill out medical information forms and job applications, and write an accident or incident report Employability Understands routine work-related conversations Can handle work that involves following oral and simple written instructions and interact with the public Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs
230 225 220	C	<b>Advanced EL</b> SPL 6 - Listening/Speaking Can satisfy most survival needs and social demands Has some ability to understand and communicate on the telephone on familiar topics Can participate in conversations on a variety of topics Reading/Writing Can read and interpret simplified and some non-simplified materials on familiar topics Can interpret simple charts, graphs, and labels, interpret a payroll stub, and complete a simple order form, fill out medical information forms and job applications Can write short personal notes and letters and make simple log entries Employability Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact Can read a simple employee handbook Persons at the upper end of this score range are able to begin GED preparation
215 210	B	<b>High Intermediate EL</b> SLP 5 - Listening/Speaking Can satisfy basic survival needs and limited social demands, can follow oral directions in familiar contexts Has limited ability to understand on the telephone Understands learned phrases easily and new phrases containing familiar vocabulary Reading/Writing Can read and interpret simplified and some authentic material on familiar subjects Can write messages or notes related to basic needs Can fill out basic medical forms and job applications Employability Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally
205 200		<b>Low Intermediate EL</b> SPL 4 - Listening/Speaking Can satisfy basic survival needs and very routine social demands Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition Reading/ Writing Can read and interpret simple material on familiar topics Able to read and interpret simple directions, schedules, signs, maps, and menus Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations Employability Can handle routine entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally
190		<b>High Beginning EL</b> SPL 3 - Listening/Speaking Functions with some difficulty in situations related to immediate needs, may have some simple oral communication abilities using basic learned phrases and sentences Reading/ Writing Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs Can write basic personal information on simplified forms Employ-ability Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated
180	A	<b>Low Beginning EL</b> SPL 2 - Listening/Speaking Functions in a very limited way in situations related to immediate needs, asks and responds to basic learned phrases spoken slowly and repeated often Reading/ Writing Recognizes and writes letters and numbers and reads and understands common sight words Can write own name and address Employability Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated
150		<b>Beginning Literacy/Pre-Beginning EL</b> SPL 0-1 - Listening/Speaking Functions minimally, if at all, in English Communicates only through gestures and a few isolated words Reading/Writing May not be literate in any language Employability Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated Employment choices would be extremely limited

This chart provides general skill descriptors by level Level descriptors for reading, math, and listening correspond to scaled scores on tests in those specific skill areas

### CASAS Skill Level Descriptors for Writing

CASAS Level	Proficiency Level	Description
D	5	<p><b>ABE Advanced/EL Advanced</b></p> <p>Individuals at this level generally can perform writing tasks, such as most letters, logs, reports, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include taking notes from reading selection, lectures, public announcements and interviews, writing creating or academic pieces such as a short story, research paper, or essay.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Education Development (GED Tests).</p>
C	4	<p><b>ABE Advanced/EL Intermediate High</b></p> <p>Individuals at this level generally can write messages or notes related to basic needs. Other skills may include filling out basic medical forms and job applications, writing short work memos or reports, and short paragraphs describing daily activities and past events, writing personal notes or letters.</p>
B	3	<p><b>ABE Intermediate/EL Intermediate Low</b></p> <p>Fill out forms requiring basic personal information. Writes a series of related sentences in paragraph form. Shows some evidence of planning, although the development may be insufficient. Writes simple notes and messages based on familiar situations including short reports and work orders.</p>
A	2	<p><b>ABE Beginning/EL Beginning High</b></p> <p>Individuals at this level generally can write letters, numbers and a limited number of basic sight words and simple sentences related to immediate needs. Other skills may include filling in basic personal information on simplified forms, taking a simple telephone message, writing simple notes (e.g., note to child's teacher, work log).</p>
A	1	<p><b>ABE Beginning/EL Beginning Literacy</b></p> <p>Recognizes and writes letters and numbers. Writes own name and address. Completes basic personal information forms with some assistance. Writes simple lists of familiar items (e.g., telephone numbers, shopping lists). Writes simple phrases based on familiar vocabulary.</p>
A	0	<p><b>ABE Beginning/EL Beginning Literacy</b></p> <p>Copies letters and numerals. Copies basic personal identification information onto a form with assistance. Copies lists of familiar words.</p> <p>May not be literate in any language. No writing ability whatsoever.</p>



# CASAS Basic Skill Levels for Oral Language

CASAS Level	Proficiency Level	Description*
<b>E</b>	<b>8</b>	<b>Proficient Skills</b> SPL 8 Participates effectively in most social and work situations, participates in practical and social conversations and in technical discussions in own field. Can meet work demands with confidence, and interact with the public including negotiating and compromising. Demonstrates control of grammatical patterns.
<b>D</b>	<b>7</b>	<b>High Advanced/Adult Secondary</b> SPL 7 Functions independently in everyday community, social and work situations except when under tension or pressure. Clarifies general meaning using a variety of strategies. Gives an oral report on a research topic. Takes a position on an issue and argues that position. Speaks with fluency on familiar technical subjects or special fields of interest. Expresses personal values and judgments. Engages in problem solving discussions including predicting consequences of actions.
<b>C</b>	<b>6</b>	<b>Low Advanced</b> SPL 6 Functions effectively in most survival, social and work situations. Participates in conversations and communicates on the telephone on a variety of topics using a variety of complex structures. (Errors are common and may inhibit communication.) Clarifies meaning through strategies such as paraphrasing. Gives sequential oral directions to complete a complex task (personal or work-related) that involves multiple steps. Participates in group discussions of current issues in the news in a social or work setting. Adjusts language used according to the level of formality required by the situation. Demonstrates control of basic grammar.
<b>B</b>	<b>5</b>	<b>High Intermediate</b> SPL 5 Functions independently in most familiar personal and work situations. Participates in face-to-face conversations on topics beyond immediate survival needs. Clarifies meaning by rewording or repeating. Uses some spontaneity and creativity in producing language not previously learned or memorized. Demonstrates increasing but inconsistent control of grammar. Retells a story or gives a short oral report in a personal, school or work-related context. Participates in problem-solving activities. Participates as an applicant in a simulated job interview.
<b>B</b>	<b>4</b>	<b>Low Intermediate</b> SPL 4 Functions satisfactorily in basic survival and very routine social and work situations. Participates in simple face-to-face conversations dealing with familiar topics. Gives oral directions to do a familiar personal or work-related task of several steps. Participates in simple telephone conversations. Makes statements, asks and answers questions in the simple present past and future tenses on familiar topics.
<b>A</b>	<b>3</b>	<b>High Beginning</b> SPL 3 Functions with some difficulty in situations related to immediate needs. Answers and asks simple questions related to basic personal or work needs using previously learned phrases or simple sentences. Gives simple oral directions for finding a specific location. Communicates simple personal information on the telephone. Has some control of basic grammar including the present, past and future tenses.
<b>A</b>	<b>2</b>	<b>Low Beginning</b> SPL 2 Functions in a very limited way in situations related to immediate needs. Provides basic personal information and responds to simple learned phrases spoken slowly and repeated often. Asks simple questions. Makes statements related to basic needs using previously learned words and phrases.
<b>A</b>	<b>1</b>	<b>Pre-Beginning</b> SPL 0 No ability to function orally in English. SPL 1 Functions minimally in English. Communicates only through gestures and a few isolated words. Provides limited personal information (e.g. name, country of birth). Answers simple familiar questions with 'yes', 'no', or one-word responses.

\*Description provides indicators of students' skills upon completion of each level





## Skill Level Descriptors for Persons with Intellectual Disabilities

Scale Score	CASAS Level	Descriptors
210	<b>B</b>	<b>Beginning Basic Skills</b> Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200	<b>A</b>	<b>Beginning Literacy/Pre-Beginning</b> Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
190	<b>AA</b>	<b>Beginning Literacy/Pre-Beginning</b> Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene, and meal preparation. Can identify and follow directions on public signs and buildings. Can use some community services such as grocery, banking, restaurant, and public transportation. Can handle jobs with mild level of support.
180	<b>AAA</b>	<b>Beginning Literacy/Pre-Beginning</b> Can follow some very simple safety practices in the home, community, and the job with help from support person. Can cross streets and follow directions on safety signs with supports. Can use some very basic community services with help such as health, transportation, and telephone. Can handle jobs requiring moderate level of support.
160	<b>AAAA</b>	<b>Beginning Literacy/Pre-Beginning</b> Can perform some minimum basic daily living skills such as washing hands, brushing hair, and dressing with help from support person. Can identify simple public signs such as entrances, exits, and public restrooms. Can handle community experiences and jobs requiring intensive level of support.
140	<b>AAAAA</b>	<b>Beginning Literacy/Pre-Beginning</b> Can identify a few common household objects such as comb, toothbrush, and shoes. Can perform very basic communication skills using gestures, sign language, or simple words. Can perform simple hygiene skills such as washing hands with support.

**Educational Functioning Level Descriptors and  
Outcome Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark</p> <p>CASAS 134-200</p> <p>Skill Level 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases, may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark</p> <p>CASAS 201-210</p> <p>Skill Level 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills, can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of machinery, can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors and  
Outcome Measure Definitions for ABE & Adult Secondary Education**

<b>Literacy Level</b>	<b>Basic Reading &amp; Writing</b>	<b>Numeracy Skills</b>	<b>Functional and Workplace Skills</b>
<p>Low Intermediate Basic Education</p> <p>Test Benchmark</p> <p>CASAS 211-220</p> <p>Skill Level 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning, can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures, can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits, can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications, can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification, can write a short report or message to fellow workers, can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark</p> <p>CASAS 221-235</p> <p>Skill Level 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics, has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions, can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions, can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams, can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs, can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams, can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, can follow simple instructions for using technology.</p>

**Educational Functioning Level Descriptors and  
Outcome Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark</p> <p>CASAS 236-245</p> <p>Skill Level 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors, can comprehend a variety of materials such as periodicals and non-technical journals on common topics, can comprehend library reference materials and compose multi-paragraph essays, can listen to oral instructions and write an accurate synthesis of them, can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors, can write using complex sentence structure, can write personal notes and letters that accurately reflect thoughts</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions, can interpret and solve simple algebraic equations, tables and graphs, and can develop own tables and graphs, can use math in business transactions</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals, can integrate information from texts, charts and graphs, can create and use tables and graphs, can complete forms and applications and complete resumes, can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers, is proficient using computers and can use most common computer applications, can understand the impact of using different technologies, can interpret the appropriate use of new software and technology</p>
<p>High Adult Secondary Education</p> <p>Test benchmark</p> <p>CASAS 246 and higher</p> <p>Skill Level 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals, can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, can use varied and complex sentence structures with few mechanical errors</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces, can also apply trigonometric functions</p>	<p>Individual is able to read technical information and complex manuals, can comprehend some college level books and apprenticeship manuals, can function in most job situations involving higher order thinking, can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery, can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications, can define the purpose of new technology and software and select appropriate technology, can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use</p>

**Educational Functioning Level Descriptors and  
Outcome Measure Definitions for English Literacy**

<b>Literacy Level</b>	<b>Speaking and Listening</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
<b>Beginning ESL Literacy</b> Test benchmark CASAS scale scores Reading 180 and below Listening 180 and below Oral BEST 0–15 (SPL 0–1) BEST Plus 400 and below (SPL 0–1) Literacy BEST 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases	Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g., own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.
<b>Low Beginning ESL</b> Test benchmark CASAS scale scores Reading 181–190 Listening 181–190 Writing 136–145 Oral BEST 16–28 (SPL 2) BEST Plus 401–417 (SPL 2) Literacy BEST 8–35 (SPL 2)	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
<b>High Beginning ESL</b> Test benchmark CASAS scale scores Reading 191–200 Listening 191–200 Writing 146–200 Oral BEST 29–41 (SPL 3) BEST Plus 418–438 (SPL 3) Literacy BEST 36–46 (SPL 3)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination, CASAS = Comprehensive Adult Student Assessment System, SPL = student performance levels, and TABE = Test of Adult Basic Education. (Updated 1-13-2006)

**Educational Functioning Level Descriptors and  
Outcome Measure Definitions for English Literacy**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>Low Intermediate ESL</b> Test benchmark CASAS scale scores Reading 201–210 Listening 201–210 Writing 201–225 Oral BEST 42–50 (SPL 4) BEST Plus 439–472 (SPL 4) Literacy BEST 47–53 (SPL 4)	Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.).	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).
<b>High Intermediate ESL</b> Test benchmark CASAS scale scores Reading 211–220 Listening 211–220 Writing 226–242 Oral BEST 51–57 (SPL 5) BEST Plus 473–506 (SPL 5) Literacy BEST 53–65 (SPL 5–6)	Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
<b>Advanced ESL</b> Test benchmark CASAS scale scores Reading 221–235 Listening 221–235 Writing 243–260 Oral BEST 58–64 (SPL 6) BEST Plus 507–540 (SPL 6) Literacy BEST 66 and above (SPL 7) Exit Criteria CASAS Reading and Listening 236 and above CASAS Writing 261 and above Oral BEST 65 and above (SPL 7) BEST Plus 541 and above (SPL 7)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

**CASAS Reading Skill Levels and Descriptions  
with Standard and Certification Scaled Score Ranges for Iowa's  
Basic Skills Certification Program**

CASAS Basic Skills Level	CASAS Standard Score Range	CASAS Certification Level Scaled Score Range	CASAS Reading Skill Level Descriptor Statements
A	<200	195 to 200	Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.
B	201 to 220	215 to 220	Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include reading and interpreting simplified and real-life materials on familiar topics, interpreting simple charts, graphs, maps, labels and menus, following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions.
C	221 to 235	230 to 235	Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include interpreting routine charts, graphs, maps, labels, and menus, reading and interpreting a simple employee handbook, interpreting a pay stub, following multi-step diagrams and written instructions.  Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.
D	236 to 245	240 to 245	Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include reading and following multi-step directions, reading and interpreting manuals and legal forms, interpreting library materials such as poetry and literature, creating and using tables and graphs, integrating information from multiple texts, charts, and graphs, evaluating and organizing information.  They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).

**CASAS Mathematics Skill Levels and Descriptions  
with Standard and Certification Scaled Score Ranges for Iowa's  
Basic Skills Certification Program**

CASAS Basic Skills Level	CASAS Standard Score Range	CASAS Certification Level Scaled Score Range	CASAS Mathematics Skill Level Descriptor Statements
A	<200	195 to 200	Individuals at this level generally can add and subtract whole numbers. Other skills may include interpreting clock time, counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items.
B	201 to 220	215 to 220	Individuals at this level generally can add, subtract, multiply and divide whole numbers. Other skills may include interpreting simple charts, graphs, and labels, interpreting a basic payroll stub, interpreting clock time, counting, converting, and using money, interpreting restaurant menus and computing related costs.  Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs.
C	221 to 235	230 to 235	Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include adding, subtracting, multiplying and dividing whole numbers, interpreting routine charts, graphs, and labels, interpreting a payroll stub, reconciling a bank statement and completing calculations on a simple order form.  Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level generally are able to begin General Educational Development (GED) preparation.
D	236 to 245	240 to 245	Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts, comparing prices to determine the best buys for goods and services, creating and using tables and graphs, computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).



**CASAS Writing Level Descriptors for  
Iowa's Basic Skills Certification Program**

CASAS Level	Description
<b>A</b>	<p><b>Beginning Literacy ABE/High Beginning English Literacy</b></p> <p>Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include filling in basic personal information on simplified forms, including signature and date, writing very simple notes (e.g., writing a note to a co-worker or child's teacher), making simple entries on a work log form, completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated.</p>
<b>B</b>	<p><b>Beginning/Int. Basic Skills ABE/Intermediate English Literacy</b></p> <p>Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.</p>
<b>C</b>	<p><b>Advanced Basic Skills ABE/Advanced English Literacy</b></p> <p>Individuals at this level generally can write short, routine work memos or reports. Other skills may include writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters.</p> <p>Persons at this level generally are able to begin General Educational Development (GED) preparation, and <i>may</i> be able to pass the writing section of the GED test.</p>
<b>D</b>	<p><b>Adult Secondary</b></p> <p>Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include taking notes from meetings and recorded messages, describing work or training procedures including basic safety directives, job aids, and maintenance instructions, stating personal and employment goals.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</p>



**CASAS Listening Skill Levels and Descriptions  
with Standard and Certification Scaled Score Ranges for Iowa's  
Basic Skills Certification Program**

<b>CASAS Basic Skills Level</b>	<b>CASAS Standard Score Range</b>	<b>CASAS Certification Level Scaled Score Range</b>	<b>CASAS Listening Skill Level Descriptor Statements</b>
A	<200	195 to 200	Individuals at this level can understand simplified conversation on everyday subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. They can respond to simple greetings and common social language, simple questions, instructions, warnings and requests (e.g., Be careful!) related to immediate needs, and questions about basic personal information. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication. They can understand on a limited basis language features such as negatives and question words that give clues to meaning.
B	201 to 220	215 to 220	Individuals at this level can participate in limited conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand on the telephone. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.
C	221 to 235	230 to 235	Individuals at this level generally can comprehend communication in most routine survival and social contexts. They can participate in conversations on a variety of everyday subjects, including some involving unfamiliar vocabulary, but may need repetition or rewording. They have some ability to understand telephone conversations on familiar topics. They can follow detailed spoken directions on familiar topics. They can understand the main idea and some details of informational communication on non-technical topics, simple discussions, and descriptive narrative in familiar contexts. They can recognize tone and degree of formality in speech in many situations.